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Agenda

California Commission on Teacher Credentialing

July 11-12, 2001 • Commission Offices • 1900 Capitol Avenue • Sacramento, CA 95814

Some of the agenda items are available for viewing on the web.

Click on the  to view the items that are available.

WEDNESDAY, July 11, 2001
Commission Office

1. General Session

**8:00
a.m.**

The Commission will immediately convene into Closed Session

Closed Session (Chair Bersin)

(The Commission will meet in Closed Session pursuant to California Government Code Section 11126 as well as California Education Code Sections 44245 and 44248)

2. General Session

**9:00
a.m.**

GS-1

Interviews for Appointment of Members to the
Committee on Accreditation

THURSDAY, July 12, 2001
Commission Office

1. Appeals and Waivers (Interim Committee Chair Hauk)

**8:00
a.m.**

A&W-1

Approval of the Minutes

A&W-2

Consideration of Credential Appeals

A&W-3

Reconsideration of Waiver Denials

A&W-4	Waivers: Consent Calendar
A&W-5	Waivers: Conditions Calendar
A&W-6	Waivers: Denial Calendar

2. General Session (Chair Bersin)

**8:00
a.m.**

GS-2	Roll Call
GS-3	Pledge of Allegiance
GS-4	Approval of the June 2001 Minutes
GS-5	Approval of the July 2001 Agenda
GS-6	Approval of the July 2001 Consent Calendar
GS-7	Annual Calendar of Events
GS-8	Chair's Report
GS-9	Executive Director's Report
GS-10	Report on Monthly State Board Meeting

3. Legislative Committee of the Whole (Interim Committee Chair Vaca)



LEG-1 Status of Legislation of Interest to the Commission

LEG-2 Analyses of Bills of Interest to the Commission (In-Folder Item, as Needed)

4. Fiscal Policy and Planning Committee of the Whole (Committee Chair Boquiren)



FPPC-1 Update on the Governor's Budget for Fiscal Year 2001-2002



FPPC-2 Update on the Teacher Credentialing Service Improvement Project

5. Credentialing and Certificated Assignments Committee of the Whole (Committee Chair Fortune)



C&CA-1 A Review of Plans to Develop Fully Qualified Educators



C&CA-2 Report on San Francisco Unified School District Monitoring 2001 Revisit

6. Performance Standards Committee of the Whole (Committee Chair Johnson)



PERF-1 Recommended Award of a Contract for the Development of the Teaching Performance Assessment Pursuant to SB 2042

**PERF-2**California Basic Educational Skills Test (CBEST):
Proposed Contract Amendment (In-Folder Item)

7. Preparation Standards Committee of the Whole (Committee Chair Katzman)

**PREP-1**Status Report on the Work of the Administrative
Services Credential Task Force**PREP-2**Report of Issuance of Internship and Pre-internship
Grants for 2001-2002 and Proposal to Issue a Contract
for an External Evaluation of Internship Programs**PREP-3**The Governor's Proposed Budget for Beginning Teacher
Support and Assessment (BTSA) Programs in 2001-
2002 and the Statewide Expenditure Plans

8. Study Session**10:00
a.m.****SS-1** (Adobe
Acrobat
Reader
Required)
Large File--
233 pages,
12.9 MBAnalysis of Field Input on Standards of Quality and
Effectiveness for Elementary Subject Matter,
Professional Preparation and Professional Induction (SB
2042)

9. Reconvene General Session (Vice Chair Madkins)

- | | |
|--------------|---|
| GS-11 | Report of Appeals and Waivers Committee |
| GS-12 | Report of Closed Session Items |
| GS-13 | Commission Member Reports |
| GS-14 | Audience Presentations |
| | Old Business |
| GS-15 | <ul style="list-style-type: none"> Quarterly Agenda for Information
July, September and October 2001 |
| GS-16 | New Business |
| GS-17 | Adjournment |
-

All Times Are Approximate and Are Provided for Convenience Only
Except Time Specific Items Identified Herein (i.e. Public Hearing)
The Order of Business May be Changed Without Notice

Persons wishing to address the California Commission on Teacher Credentialing on a
subject to be considered at this meeting are asked to complete a Request Card and give
it to the Recording Secretary prior to the discussion of the item.

Reasonable Accommodation for Any Individual with a Disability

Any individual with a disability who requires reasonable accommodation to attend or
participate in a meeting or function of the California Commission on Teacher Credentialing
may request assistance by contacting the California Commission on Teacher Credentialing
at 1900 Capitol Avenue, Sacramento, CA 95814; telephone, (916) 445-0184.

NEXT MEETING

September 5-6, 2001
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95814



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California Commission on Teacher Credentialing

Meeting of:

July 11-12, 2001

Agenda Item Number:

LEG-1

Committee:

Legislative

Title:

Status of Legislation of Interest to the Commission

✓ Information

Prepared by:Dan Gonzales, Legislative Liaison
Office of Governmental Relations

BILLS FOLLOWED BY THE CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

June 21, 2001

SPONSORED BILLS

Bill Number - Author - Version Summary	Previous and Current CCTC Position Version (Date Adopted)	Status
SB 57 - Scott - Amended 6/11/01 Would make numerous noncontroversial, technical and clarifying changes to the Education Code. Allows pre-interns the option of taking subject matter courses to renew their certificate to advance to the intern program.	Sponsor - Introduced version - (Dec. 2000)	Passed out of Assembly Education Committee on 6/20/01.
SB 299 - Scott - Amended 6/11/01 Clarifies the Education Code Sections related to the Committee of Credentials.	Sponsor - Introduced version - (Dec 2000)	Passed out of Assembly Education Committee on 6/20/01.

ASSEMBLY BILLS OF INTEREST TO CCTC

Bill Number - Author - Version Subject	Previous and Current CCTC Position	Status
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	Version (Date Adopted)	
AB 75 - Steinberg - Amended 4/18/01 Creates a voluntary program to provide training to California's principals and vice-principals to include academic standards, leadership skills, and the use of management and diagnostic technology. This is a Governor's Initiative and the Governor's Budget proposes \$15 million for this program.	Watch - Introduced - (Feb 2001) Support - 2/22/01 - (March 2001)	Senate Education Committee - Scheduled for hearing on 6/27/01.
AB 128 - Shelley - Amended 5/31/01 Would establish The California School Paraprofessional Reading And Mathematics Training Program.	Support - 3/12/01 - (April 2001)	Senate Education Committee - Scheduled for hearing on 7/11/01.
AB 272 - Pavley - Amended 5/31/01 Would make a holder's first clear multiple or single subject teaching credential valid for the life of the holder after two renewal cycles, if the holder meets specified requirements.	Oppose - Introduced version - (March 2001)	Senate Education Committee. Not yet scheduled for hearing.
AB 401 - Cardenas - Amended 5/01/01 Requires the SPI to contract with an independent evaluator to determine if there is a difference in the distribution of resources (including credentialed teachers and pre-intern, intern and paraprofessional programs) between low-performing schools and high-performing schools within school districts. The report would be due by January 1, 2004 and subject to funding through the Budget Act.	Watch - Introduced version - (April 2001)	Senate Education Hearing 6/20/01
AB 721 - Steinberg - Amended 4/17/01 The CCTC could award grants to teacher preparation programs to develop or enhance programs to recruit, prepare and support new teachers to work and be successful in low performing schools.	Support - 3/29/01 - (April 2001)	Assembly Committee on Appropriations suspense file.
AB 833 - Steinberg - Amended 6/5/01 Requires the SPI to calculate a teacher qualification index measuring a student's access to experienced credentialed teacher for each school.	Watch - 3/29/01 - (April 2001)	Senate Education Committee - Scheduled for hearing on 6/27/01.
AB 1148 - Wyland - Amended 4/17/01 Would require the Legislative Analyst's Office, in collaboration with the CCTC, to study the educational resources needed to provide a free and appropriate public education.	Watch - Introduced version - (April 2001)	Assembly Committee on Appropriations suspense file.
AB 1232 - Chavez - Amended 5/17/01 Would establish the California State Troops to Teachers Act. Retired officers or noncommissioned officers who agree to teach for five years and participate in a paraprofessional, pre-internship or internship program would be eligible for a bonus payment.	Seek Amendments - Introduced version - (March 2001) Support - 5/01/01 (May 2001)	Assembly Committee on Appropriations/ suspense file.
AB 1241 - Robert Pacheco - Amended 5/31/01 Would require the Chancellor of the California Community Colleges to submit a written report on the feasibility of the development of a	Seek Amendments - Introduced version - (April 2001) Watch - 4/05/01 - (May	Senate Education Committee - Scheduled for

uniform teacher preparation program.	2001)	hearing on 6/27/01.
AB 1307 - Goldberg - Amended 4/30/01 Would allow a credential candidate to complete the program based upon the same credentialing requirements and assessments in effect when they enrolled in the program.	Oppose, Unless Amended - Introduced version - (April 2001)	Senate Education Committee - Scheduled for hearing on 6/27/01.
AB 1431 - Horton - Amended 5/31/01 Would require school districts to provide a 3-day training program for substitute teachers before they start.	Watch - Introduced version - (April 2001)	Senate Education Committee - Scheduled for hearing on 7/11/01.
AB 1662 - R. Pacheco - Amended 4/30/01 Would require a master's degree for the Pupil Personnel Services Credential.	Oppose - 5/02/01 - (May 2001)	Assembly Committee on Appropriations suspense file.

SENATE BILLS

Bill Number - Author - Version Subject	Previous and Current CCTC Position Version (Date Adopted)	Status
SB 79 - Murray - Amended 4/25/01 Would require the CCTC to develop a plan that addresses the disproportionate number of teachers serving on emergency permits in low-performing schools in low-income communities. The plan is due by July 1, 2002 and includes a \$32,000 appropriation from the General Fund.	Watch - Introduced version - (Feb 2001)	Passed out of Assembly Education Committee on 6/20/01.
SB 321 - Alarcon - Amended 6/4/01 Would allow school districts to provide a 30-day training program for teachers they hire on an emergency permit.	Seek Amendments - Introduced version - (April 2001)	Assembly Education Committee. Not yet scheduled for hearing.
SB 508 - Vasconcellos - Amended 6/14/01 Omnibus bill to improve California's lowest performing schools. One section would allow low-performing schools with 10% or more of their teachers serving on an emergency permit eligible to receive \$30,000 for a credentialed teacher to advise those teachers serving on emergency permits. Another section would expand the teaching requirement for Cal Grant T recipients to include any California public school, not just low-performing schools.	Watch - 4/23/01 (May 2001)	Assembly Education Committee - Scheduled for hearing on 6/27/01.
SB 572 - O'Connell - Amended 5/03/01 Prohibits school districts from limiting the years of service credit used to determine the salary of a teacher coming from another school district.	Support, If Amended - Introduced version - (April 2001) Watch - 5/03/01 - (May 2001)	Assembly Education Committee. Not yet scheduled for hearing.
SB 688 - O'Connell - Amended 6/4/01 Would make beginning teachers in regional occupation centers and programs eligible for BTSA.	Approve - Introduced version - (April 2001)	Passed out of Assembly Education Committee on 6/20/01.

SB 792 - Sher - Amended 5/02/01 Would require the CCTC to issue a two-year subject matter credential after earning a baccalaureate degree and passage of CBEST and a clear credential after completion of 40 hours of preparation and professional development, if any, and passage of the teacher preparation assessment.	Oppose - Introduced version - (March 2001) Oppose - 4/5/01 - (April 2001)	Assembly Education Committee. Not yet scheduled for hearing.
SB 837 - Scott - Amended 4/16/01 Would specify the documentation that a school district must provide the CCTC to justify a request for an emergency permit. This bill would also increase the state grant and district match for the pre-intern program and permit the CCTC to allow for district hardship.	Support - Introduced version - (March 2001)	Passed out of Assembly Education Committee on 6/20/01.
SB 900 - Ortiz - Amended 3/28/01 Would increase efficiency in processing information requests by grouping those agencies with similar standards and information needs together.	Support, If Amended - 3/28/01 - (April 2001)	Senate Committee on Public Safety Committee. Two-year bill at request of the author.
SB 955 - Vasconcellos - Introduced 2/23/01 Would require Cal Grant T recipients to teach for at least four years in a subject area in a shortage area, or at a school that serves a large population of low-income families, has 20% or more teachers holding emergency permits, waivers or intern credentials, or is a low-performing school.	Watch - Introduced version - (April 2001)	Senate Committee on Education.

Revised on June 21, 2001



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California Commission on Teacher Credentialing

Meeting of:

July 11-12, 2001

Agenda Item Number:

FPPC-1

Committee:

Fiscal Policy and Planning

Title:

Update on the Governor's Budget for Fiscal Year 2001-2002

✓ Information

Prepared by:

Staff, Information Technology and Support Management Division

BACKGROUND

As of the June 2001 Commission meeting, the Commission's portion of the 2001-02 Governor's Budget, including both the January and May requests, had been approved in identical actions by the Senate and Assembly budget subcommittees. As a result, the no issues related to the Commission's proposed budget for the next fiscal year have been on the agenda of the two-house legislative conference committee that has met for the past several weeks to prepare a final Budget Bill.

SUMMARY

If there are late-breaking developments that affect the status of the Commission's proposed budget for fiscal year 2001-2002, staff will provide an update for Commissioners either via an in-folder item or verbally at the Commission meeting.

Staff is available to answer any questions that Commissioners may have.

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California Commission on Teacher Credentialing

Meeting of:

July 11-12, 2001

Agenda Item Number:

FPPC-2

Committee:

Fiscal Policy and Planning

Title:

Update on the Teacher Credentialing Service Improvement Project

✓ Information

Prepared by:

Staff, Information Technology and Support Management Division

BACKGROUND

At the June 2001 Commission meeting, staff provided the Commissioners with an update on the status of the Teacher Credentialing Service Improvement Project. At that time, staff recommended that the Commission authorize the Executive Director to execute a contract with the firm of PricewaterhouseCoopers for the design and implementation of the project. The Commissioners adopted the staff recommendation.

Prior to executing a contract with PricewaterhouseCoopers, Commission staff completed and obtained control-agency approval of a Feasibility Study Report. In addition, the Department of Finance notified the legislative fiscal committees concerning the anticipated total cost of the project, as required by Section 11.00 of the Budget Act of 2000.

The Commission's current-year budget contains first-year funding for the project in the amount of \$1,825,000 from the Teacher Credentials Fund. An additional \$1,498,000 in second-year funding (\$1.2 million from the General Fund and \$298,000 from the Teacher Credentials Fund) is contained in the proposed Budget Act of 2001. Additional funding for the project will need to be secured following fiscal year 2001-2002.

SUMMARY

To provide Commissioners with more detailed information about the schedule and benefits of the project, staff has arranged for a presentation at the Commission meeting by representatives of PricewaterhouseCoopers.

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California Commission on Teacher Credentialing

Meeting of:

July 11-12, 2001

Agenda Item Number:

C&CA-1

Committee:

Credentialing and Certificated Assignments

Title:

A Review of Plans to Develop Fully Qualified Educators

✓ Information

Prepared by:Susan Browning, Program Analyst
Certification, Assignment and Waivers Division

Proposed Changes to Title 5 Sections 80026.4 and 80026.6 Pertaining to Plan to Develop Fully Qualified Educators

July 12, 2001

Summary

This item introduces proposed amendments to Title 5 Regulations pertaining to the Plan to Develop Fully Qualified Educators. This proposed regulation change would include the phasing out of the option of applying for and using the Plan to Develop Fully Qualified Educators to renew emergency permits and waivers. A copy of the proposed regulation is attached.

Fiscal Impact

Plans to Develop are implemented locally; there is no fiscal impact for the Commission.

Policy Issues to Be Resolved

Should the Commission eliminate the option of using the Plan to Develop Fully Qualified Educators to renew emergency permits and waivers?

Background

In November of 1993, the Commission adopted Title 5 regulations to govern emergency permits. One section of those regulations 80026.4 encourages local employing agencies to collaborate with the regional Special Education Local Plan Area (SELPA), the County Office of Education, one or more colleges or universities, and other education entities as appropriate to develop and implement a Plan to Develop Fully Qualified Educators. Employing agencies that have an approved plan are able to request a subsequent waiver, or renew an emergency permit for the initial reissuance, by engaging in 90 hours of intensive professional development in lieu of completion of six units of conventional university course work or taking the appropriate subject matter examination. The Plan to Develop also waives the college or university teacher preparation evaluation that is required for the initial

reissuance of an emergency permit.

Since 1994 the Commission has approved Plans to Develop Fully Qualified Educators for 25 employing agencies. Once approved the Plan to Develop does not have an expiration date nor does the Commission staff review it. The regulations do not authorize and staff time is not budgeted to review the Plan once it is approved.

There are approximately 1000 school districts and over 600 non-public schools and agencies in California. In March 2001, each of the then 24 approved agencies (the 25th was approved at June 2001 Commission Meeting) were sent a survey to determine the current status of their approved plan. The survey asked if the plan was still in use, the number of educators who have participated in or are currently enrolled in the program and how the employer would be effected if the plan were to be discontinued.

Five of the 24 approved plans are for school districts. Two districts are still currently using the plan, one no longer uses the plan and two districts did not respond to the survey. Eight of the 19 non-public schools/agencies responded that they are still using the plan, three no longer use the plan and the remaining seven did not respond.

Employing Agency	Date plan approved	Survey response	Total Participants	Current # of participants
Lancaster Elementary School District	04/96		20	3
Merced City School District	11/94		26	26
Empire Union School District	08/95	No longer using plan		
Grossmont Union High School District	01/95	No longer using plan		
Palo Verde Unified School District	08/95	No response		
Dubnoff Center for Child Development	10/94		60	0
Family Life Center of Petaluma	12/96		20+	9
Institute for the Redesign of Learning	06/96		5	3
La Cheim School	03/95		7+	4
New Directions	10/94		10	8
Northpoint School	10/94		12	2
Springs Academy	04/96		12	2
Valley High School & Learning Center	10/94		27	4
Booth High School	01/98	No longer using plan		
Hathaway School	10/94	No longer using plan		
Westmark (merged with Landmark West School)	10/94	No longer using plan		
Advocate Schools	06/98	No response		
Aviva High School,	10/94	No response		
Coutin School, Inc.	10/94	No response		
Crittenton High School	10/94	No response		
Crossroads School	10/94	No response		
Optimist High School	04/95	No response		
Parkhill School	10/94	Not deliverable		

Overall comments from the participants that responded state that the program is an excellent training tool, which adds value for their educators.

Senate Bill 674, signed on August 25, 1997, established a limit to the number of times employers may apply for reissuance of emergency permits on behalf of an individual. The legislation established after January 1, 1998, an individual who is issued an emergency permit on or after January 1, 1998 may receive a reissuance of that permit for a maximum of four additional one-year periods. Up until that time there were no limits on the number of emergency permits that could be issued as long the individual completed at least six semester units (or its equivalence) toward a credential.

Currently to renew the emergency permit there are three options:

- (A) Completion of at least six semester units (or the equivalent quarter units) of approved coursework in a Commission-accredited professional preparation program required for issuance of the related credential; or
- (B) For the first reissuance only, take all components of the appropriate subject matter examination. This option is available only to holders of Emergency Multiple or Single Subject Teaching Permits or Emergency Education Specialist Instruction Permits who have not competed the subject matter knowledge requirements for the related credential.
- (C) For the first reissuance only, completion of a minimum of ninety hours of professional development activities that are directly related to the subject or class authorized by the emergency permit if the applicant is employed by a employing agency with a Plan to Develop Fully Qualified Educators which has been accredited by the Commission.

Employers who are unable to find the appropriately credentialed individual or an individual who can qualify for an emergency permit may request waivers. The individual on a waiver is commonly lacking units in the subject area to be taught. When the Commission approves a waiver, a specific condition is stated which an individual will need to complete. The condition statement on the waiver is written to expedite the individual to the next appropriate level document. In most cases this would be the emergency permit. Individuals employed on waivers are encouraged to complete the subject matter requirements in order to qualify for the emergency permit as quickly as possible. The Commission has been strongly emphasizing the need to move individuals from waivers to emergency permits, the completion of staff development programs do not move the individual toward completing this goal.

The five-year time limit placed by legislation on an emergency permit holder to complete credential requirements essentially eliminates the rationale for Plans to Develop Fully Qualified Educators. If an individual were to take the subject-matter exams or complete six semester units of approved coursework, both move the individual toward completion of their professional preparation program. The Plan to Develop Fully Qualified Educators waives both of these options.

Plans to Develop Fully Qualified Educators, while good programs, do not advance the individual toward meeting the emergency permit or waiver credential requirements. The phasing out of Plans to Develop Fully Qualified Educators as an option to renew an emergency permit or waiver would not preclude an employer from still offering the training as on going support or as an employment hiring enhancement.

Staff is proposing that the Commission initially stop approving Plans to Develop on July 1, 2002, and that agencies with approved plans no long be allowed to use the plan to renew emergency permits and credential waivers after July 1, 2003.

Proposed Changes to Title 5 Regulations

Section 80026.4 -- Staff is proposing eliminating employers from initially requesting approval of Plans to Develop Fully Qualified Educators after July 1, 2002 and that all approved Plans to Develop Fully Qualified Educators not be offered after July 1, 2003.

Section 80026.6 -- Staff is proposing that all approved Plans to Develop Fully Qualified

Educators not be offered after July 1, 2003.

The following includes the changes recommended by staff to be made to existing Title 5 regulations that govern Plan to Develop Fully Qualified Educators.

§ 80026.4 Plan to Develop Fully Qualified Educators

- a) Any employing agency may submit a Plan to Develop Fully Qualified Educators to the Commission for approval. Such a Plan shall be developed by the employing agency, in collaboration with a county office of education, regionally accredited college or university, Special Education Local Planning Area, or other public education entity in the region of the employing agency, as appropriate. The Plan shall describe efforts by the employing agency to:
 - (1) recommend to the Commission the certification of personnel who, by virtue of education, training or experience, have been judged by certificated educators from the employing agency as competent to serve in an assignment, but are not yet certified to do so;
 - (2) support and assist persons who have training and experience in teaching, but neither training nor experience in the area to which they will be assigned; and
 - (3) provide development activities for persons who have neither training nor experience in teaching, for example, through university or district internships, technologically based learning, or intensive professional development programs.
- (b) Any Plan To Develop Fully Qualified Educators may propose alternatives to enrollment in a Commission accredited preparation program for the first year of development of persons granted an emergency permit for the first time. Such alternatives shall be designed to provide ninety clock hours of professional development and to be equivalent to at least 6 units of course work offered to first-year emergency permit holders by a college or university with an preparation program accredited by the Commission. Any such proposed alternatives shall include information on how the performance of the applicants for the reissuance of an emergency permit shall be evaluated.
- (c) Any Plan To Develop Fully Qualified Educators may propose ways for the employing agency to streamline or decentralize existing procedures for the issuance or reissuance of any or all of the emergency permits listed in Section 80023 to allow the employing agency to devote more personnel or fiscal resources to supporting, assisting and developing fully qualified educators, and fewer resources to paperwork or other tasks associated with applying for emergency permits.
- (d) Plans to Develop Fully Qualified Educators may be initially approved by the Commission until July 1, 2002 and all approved Plans to Develop Fully Qualified Educators shall no longer be offered after July 1, 2003.

NOTE

Authority cited: Section 44225(q), Education Code. Reference: Sections 44225, subdivisions (d) and (g), and 44300, Education Code.

§80026.6. Requirements for the Reissuance of Emergency Permits

- a) The reissuance requirements for an emergency permit identified in Section 80023 shall include all of the following:
 - (1) A completed Application for Credential Authorizing Public School Service (form 41-4, rev 4-94),
 - (2) Payment of the fee(s) required by Section 80487.
 - (3) Prior submission of a Declaration of Need for Fully Qualified Educators that satisfies the provisions of Section 80026.
 - (4) Verification that orientation, guidance and assistance have been provided as required in Section 80026.5.
 - (5) For the first reissuance only, an evaluation by a Commission-accredited professional preparation institution identifying requirements the emergency permit holder must complete to be eligible for the related credential.

- (6) The following, unless exceptions for reissuance are listed under the specific requirements for the type of emergency permit for which application is being made:
- (A) Completion of at least six semester units (or the equivalent quarter units) of approved coursework in a Commission-accredited professional preparation program required for issuance of the related credential; or
 - (B) for the first reissuance only, completion of a minimum of ninety hours of professional development activities that are directly related to the subject or class authorized by the emergency permit if the applicant is employed by a employing agency with a Plan to Develop Fully Qualified Educators which has been accredited by the Commission. This option will no longer be available after July 1, 2003.

Authority cited: Section 44225(q), Education Code. Reference: Sections 44225, subdivisions (d) and (g), and 44300, Education Code.



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California Commission on Teacher Credentialing

Meeting of:

July 11-12, 2001

Agenda Item Number:

C&CA-2

Committee:

Credentialing and Certificated Assignments

Title:Report on San Francisco Unified School District Monitoring
2001 Revisit

Information

Prepared by:Terri H. Fesperman, Assistant Consultant
Certification, Assignment and Waivers Division

Report on San Francisco Unified School District Monitoring 2001 Revisit

June 21, 2001

Summary

The following is a report of the results of the monitoring revisit of the certificated assignments in San Francisco Unified School District/County. San Francisco is one of the seven single-district counties for which the Commission has the responsibility to monitor assignments. In a report to the Commission in October 2000 details of the monitoring visit in May 2000 were presented. As a result of the number and the type of misassignments found in the district, the Commission re-monitored the school district in April 2001. This report contains the results of that revisit. Commission staff reviewed the assignments, met with the district/county staff, visited school sites to conduct interviews, and documented misassignments. The Commission continues to work with the district on the correction of the misassignments found as a result of the monitoring revisit.

Fiscal Impact

None. The Certification, Assignment and Waivers Division allocates cost for monitoring activities in the annual budget.

Policy Issues to be Resolved

There are no policy issues to be resolved.

Background

Education Code Section 44258.9 requires all county superintendents of schools to monitor the certificated assignments in one-fourth of the school districts within their jurisdiction each year. The Commission has the responsibility to monitor and review assignments for the counties, or cities and counties, in which there is a single school district. These include the counties of Alpine, Amador, Del Norte, Mariposa, Plumas, and Sierra, and the City and County of San Francisco (referred to as "district" in this report).

San Francisco Unified School District is a K-12 district which serves a population of over

60,000 students. There are 116 schools in the district: 78 elementary schools, 17 middle schools, and 21 high schools. The district employs 4,850 teachers and an additional 450 certificated employees that serve in support positions such as administrators, librarians, and counselors.

Summary of 1999-2000 Monitoring Review

Commission staff visited the district for three days in May 2000, conducting meetings with district staff, visiting school sites to conduct interviews, and working with human resource staff to clarify potential misassignments. Since the departure of Superintendent Rojas in August 1999, Assistant Superintendent Linda Davis served as interim superintendent of the district and county. She was the chief administrative officer during the time of the 1999-2000 assignment review.

To summarize the findings of the May 2000 visit, the Commission had six major areas of concern:

- 1) the number of teaching staff in the classroom or other assignments who did not hold valid documents (290) because their credential had expired, applications for renewal were returned for additional information and had not been resubmitted to the Commission, or the applicant had never applied for certification;
- 2) the number of individuals who had not yet submitted fingerprint cards or livescan (9) yet were serving in classrooms or other assignments;
- 3) the total number of misassignments initially identified was 1229, more than double the amount that the Commission questioned during the last monitoring visit in 1995-96;
- 4) the problem with incomplete, inaccurate, and outdated information on the Master Schedule printout;
- 5) the need for improved communication between the site administrators and the district office as there were a large number of individuals listed on the class schedules in assignments that differed from the one listed on the district's Master Schedule printout; and
- 6) the need for an emphasis by the district on resources and training for the district's Human Resources Division.

In July 2000, the Commission sent a report of misassignments to the school district as required in statute. Between the time of the visit in May and the date the report was sent to the district in July, a large number of applications for credentials, permits, and waivers, clarification of the content of some classes, and a list of individuals no longer employed by the district was submitted to the Commission by the school district. As a result of this effort, the list was narrowed to less than half (520) of the original number (1229) of certificated staff whose assignments the Commission had identified as misassignments. The school district subsequently corrected all the misassignments.

2000-2001 Monitoring Review Report

On April 3 and 4, 2001, Commission staff members Donald Currier, Terri Fesperman, and Maureen McMurray, conducted a re-monitoring of the certificated employee assignments in the San Francisco Unified School District.

As with the 1999-2000 school year, Commission staff reviewed the school site class schedules of assignments and compared them with a master list of credentials held by each certificated employee. The compiled list of potential misassignments was then sent to the school district prior to the visit. The number of potential misassignments remained high (869). There were two differences in the type of misassignments found this year compared to 1999-2000. This year there were no individuals who had not yet started the fingerprint review process. There were 122 individuals (in contrast to the 290 in 1999-2000) who did not hold a valid credential because their credential had expired, applications for renewal had been returned for additional information but had not been resubmitted to the Commission, or the applicant had never applied for certification. The total of 869 potential misassignments included 320 individuals who appeared on either the school site class schedule but not on the master printout or vice-versa. The Commission requested clarification of these assignments.

In the introductory meeting of the revisit with Superintendent Arlene Ackerman, who began her term on August 1, 2000, and other members of her staff, the Commission staff discussed the number and types of potential misassignments. Included in this discussion was the rate of misassignments found in San Francisco Unified School District and county compared to the rest of the state. The results of four years (1995-99) of assignment monitoring in the 51 California counties, in which there is more than one school district, showed that just over 2.5% of *certificated personnel* were reported as initially misassigned. San Francisco Unified has approximately 5,300 certificated staff; 520 misassignments were reported to the district in 1999-2000, which is 9.8%, more than three times the state average.

At the exit meeting on April 4, the Commission reported that 195 of the 869 misassignments had already been corrected. This was due primarily to the large number of the applications submitted for credentials, permits, and waivers by the District Human Resources Division and clarification of the content of some classes by site administrators. The Commission sent a letter to Superintendent Ackerman in May with a summary of the 2000-2001 revisit. Included with the letter was a list of the 335 certificated employees who remain misassigned. These 335 misassignments may be corrected in the following manner:

- 122 by the use of one of the assignment options available to employers;
These options allow a fully-credentialed teacher, with his or her consent, to serve outside the subject area of their credential when the teacher's subject-matter competence has been approved by either completion of a specified number of units of course work or a local model of assessment verified according to policies and procedures established by the governing board.

The district has been reviewing the qualifications for individuals who may be able to utilize one of these options and will formally approve the assignments this summer as assignments on the basis of Education Code options may only be approved for a one-year time period.

- 30 by returning their rejected application with the requested information or submitting an application to renew their clear or professional clear credentials;
- 23 by applying for an emergency special education permit; and
These are fully-credentialed teachers who are serving in special education assignment but do not hold the appropriate certification.
- 19 by enrolling the teacher in their Plan to Remedy.
These are fully-credentialed teachers who are serving English learners without the appropriate certification.

Most of the remaining 141 misassignments require the school district to remove the individual from their current assignment. This includes individuals that hold an internship credentials or certificates, emergency permits, or waivers who are serving outside their subject area and individuals serving in service assignments such as administrators, counselor, or speech therapists who do not possess the appropriate certification. Also included in this number are 31 individuals for whom the Commission needs a listing of their job duties/responsibilities or another name by which to locate their file.

The school district has 30 days to correct the misassignments and report to the Commission. That report is due on June 30th. Staff will report orally at the July meeting on the results.

Though improvement was found in the number of misassignments reported to this district compared to last year, concerns remain in three areas:

- 1) inaccurate and outdated information on the district's Master Schedule printout of certification and assignment data,
- 2) the communication between the school site administrators and the district office, and
- 3) the lack of emphasis to track certification applications and payroll warrants.

Commission staff is currently working with the school district to ensure that the weekly computer download of credential information is working. This will enable the school district to

have a "pure" file of Commission credential information to use when assigning certificated staff that is not mixed with other school district credential data. While some improvement was found in communication from the site to the district office, there still remained little communication from site to district when an individual's assignment is changed from the beginning of school year. The Commission has encouraged the district to use a form starting next school year which site administrators can send to the district office when an assignment is changed. The Commission has discussed the district's responsibility to keep accurate records of certification and payroll and how the CAS system may assist them in this endeavor. In addition, staff emphasized the significance of having a system for monitoring the renewal, reissuance, and initial issuance of credentials, permits and waivers in a timely manner. With an improved data tracking system showing when certificated staff credentials expire, the district can achieve this goal.

Commission staff continues to work with the credential analysts at the school district to correct all the misassignments. Staff greatly appreciates the professional manner in which the school district responded to the monitoring process.



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California Commission on Teacher Credentialing

Meeting of:

July 11-12, 2001

Agenda Item Number:

PERF-1

Committee:

Performance Standards

Title:

Recommended Award of a Contract for the Development of the Teaching Performance Assessment Pursuant to SB 2042



Action

Prepared by:Amy Jackson, Administrator
Teacher Development

Recommended Award of a Contract for the Development of the Teaching Performance Assessment Pursuant to SB 2042

Professional Services Division

June 21, 2001

Executive Summary

In March, 2001, the Commission authorized the Executive Director to release a Request for Proposals to select a contractor to develop a teaching performance assessment, pursuant to SB 2042 (Alpert/Mazzoni, 1998). The RFP was released on May 18, 2001. Three intents to bid were received by staff, and final proposals are due into the Commission office by 10:00 a.m. on June 25, 2001. Proposals will be reviewed and scored and staff will make a recommendation to the Commission to select a contractor to complete this work. The staff recommendation, along with a description of both the selection process and the proposed contractor will be presented as an in-folder item to the Commission at its July 11-12, 2001 meeting. The remainder of this report provides background on the nature of the work that will be completed by the contractor selected to develop the Teaching Performance Assessment.

Fiscal Impact Summary

The costs associated with the preparation of the proposed Request for Proposals and the selection of a contractor can be supported by the Commission's base budget. Title II funds are available to support the development of the Teaching Performance Assessment.

Policy Issues To Be Decided

Should the Commission award a contract for the development of the Teaching Performance Assessment for Preliminary Teaching Credential Candidates?

Recommendation

Staff will present a recommendation for the award of a contract during the July 11-12, 2001 Commission meeting.

Introduction

In March, 2001, the Commission authorized the Executive Director to release a Request for Proposals to select a contractor to develop a teaching performance assessment, pursuant to SB 2042 (Alpert/Mazzoni, Chapter ____, Statutes of 1998). The RFP was released on May 18, 2001. Three intents to bid were received by staff, and final proposals are due into the Commission office by 10:00 a.m. on June 25, 2001. Proposals will be reviewed and scored and staff will make a recommendation to the Commission to select a contractor to complete this work. The staff recommendation, along with a description of the selection process and the proposed contractor will be presented as an in-folder item to the Commission at the July 11-12, 2001 meeting. The remainder of this report provides background on the nature of the work that will be completed by the contractor selected to develop the Teaching Performance Assessment.

Background Information

SB 2042 requires that a teaching performance assessment be included in each professional preparation program leading to preliminary Multiple Subject or Single Subject Teaching Credentials. To satisfy this provision of the law, sponsors of the professional preparation programs have three choices: (a) develop and administer their own assessment, which must be approved by the Commission based on Assessment Quality Standards adopted by the Commission, (b) administer the assessment that the law requires the Commission to develop, or (c) ask the Commission to administer the Commission-developed assessment to their candidates. The teaching performance expectations that will be adopted by the Commission will be the bases for all teaching performance assessments developed pursuant to SB 2042.

The teaching performance assessment will primarily be pedagogical assessment. It will not assess subject matter knowledge directly, but will assess content-specific pedagogy. It is expected that the teaching performance assessment will involve multiple sources of evidence in multiple modalities, assess the teaching performance expectations and generate both formative and summative information to the candidate.

In October 1998, the California Commission on Teacher Credentialing approved a general plan for the development of a teaching performance assessment for preliminary credential candidates. The assessment development work was originally proposed in the following three phases:

Phase One: Job Analysis

Phase Two: Validation of Teaching Performance Expectations and Evaluation of Extant Assessments

Phase Three: Development of a Teaching Performance Assessment and Rater Training System

Commission staff, contractors, and task forces have completed several major activities in preparation for the launching of the development of the teaching performance assessment. The Phase One job analysis has been completed and teaching performance expectations (TPEs) were developed. Phase Two, the TPE validity study, will be conducted with teachers, administrators and teacher educators in March with an analysis to be completed by May of 2001. Phase Three, development of a teaching performance assessment, will begin when a Request for Proposals is generated and awarded.

The development of the teaching performance assessment (TPA) will be built on the results of the job analysis and the validity findings completed in the first two phases of work, resulting in a legally defensible assessment for preliminary candidates. The teaching performance assessment will also be based on and consistent with the Assessment Quality Standards, Category E, of the Professional Teacher Preparation standards which will be recommended to the Commission for adoption later this year. The third guiding set of

documents for development of the TPA are the K-12 student academic content standards and frameworks. An assessor training system will also be developed as part of the Phase Three set of tasks. The assessment and the assessor training system will be field-tested in California, and the results will be used to finalize the assessment and the training system.

The Request for Proposals

Pursuant to Commission action in May, 2001, the Executive Director released a Request for Proposals to secure a contractor for:

- Development of a new Teaching Performance Assessment for Preliminary Teaching Credential Candidates

As previously indicated, a validity study of Teaching Performance Expectations is currently underway and was completed in June, 2001. Based on this work, the contractor will develop a prototype performance assessment system that will include performance tasks and proficiency scales. Development of the Teaching Performance Assessment will begin with the award of the contract, and assessment development will continue for the duration of the contract. The RFP consisted of multiple performance assessment design tasks that will be developed. The RFP included an option for contractors to bid on all tasks of the RFP or on selected tasks depending on their expertise and capacity to work and deliver services, including training, in California. The RFP tasks include developing:

- Performance Assessment Tasks
- Teaching Performance Expectation Scales
- Processes to set passing scores on the Performance Assessment Tasks using the TPE Scales
- A Reporting System to generate formative and summative assessment feedback to candidates
- Training Programs including:
 - Assessor Training: Performance Assessment and Scoring
 - Training of Trainers of Assessors Process
 - How to Administer the Teaching Performance Assessment and Database Management
- Evaluation of the Teaching Performance Assessment System

Performance Assessment Tasks

A series of performance assessment tasks will be developed to meet specific criteria set out in the SB 2042 legislation. Teacher Preparation Institutions must be able to embed the tasks in the flow of instruction. The tasks will measure more than one Teaching Performance Expectation and make use of multiple modes of assessment including observation by an assessor. Because these tasks primarily measure teaching pedagogy, tasks will be developed to allow candidates to demonstrate their knowledge and ability to teach real students in classroom contexts. Profiles of practice will be returned to the candidate once a task is completed and scored, which describe formatively, aspects of teaching that they are doing well and clearly defines what they need to improve. In addition to a task's formative purpose, a task will also provide summative feedback about whether or not the candidate met the passing score. All tasks will be field tested and revised based on the evaluation findings. All tasks must have a high level of validity and therefore, reliability before they are used as part of the system.

Teaching Performance Expectation Scales

A teaching performance expectation scale will be developed for each Teaching Performance Expectation. The scales will define clearly the knowledge, skill and ability a teacher must demonstrate for each level of accomplishment. The scales will have several levels, have distinctive differences, and provide formative language so that beginning teachers and assessors develop a common knowledge about what teaching performance requires. Scales will grow in complexity, starting with practice that is novice to practice that is competent. Scales will be used to assess task performance and need to be linked to language and directions for each developed task. All scales will be field tested and revised based on the evaluation findings. All scales must have a high level of validity and therefore, reliability before they are used as part of the system.

Identifying Passing Scores for Performance Tasks

The contractor will develop a process for establishing passing scores for each performance task based on the Teaching Performance Expectation scales. This process will include setting marker performances by a jury of trained, professional, assessors who are currently working in the California Teacher Preparation field and in California Public School districts. In addition, these passing scores will then be used to develop a reliable scoring training that will be used across the state to prepare assessors to consistently and accurately rate teacher performance. The scoring process will generate data in such a manner that it can be easily reported to the Commission, to Teacher Preparation Institutions and candidates.

Reporting System

A reporting system will be developed to systematically and reliably produce formative and summative reports of candidates performance task scores. A database system will be designed that is efficient, makes use of the most accessible technology, and is simple to use and maintain. The system will handle all data generated from the assessment for a given year in California and across years. A training system will be designed to assist Institutions in using the database system and in how to maintain the system. It will produce reports for candidates about their individual task assessments. Each candidate will need a record that documents their progress in the learning to teach credentialing system. Issues of privacy will be examined closely and appropriate steps taken to ensure a system that will be secure. The system will link to other existing database systems currently used to support teachers in California.

Teacher Performance Assessment Training Programs

Assessor Training: Performance Assessment and Scoring

The contractor will develop efficient yet reliable training for assessors. These trainings need to include appropriate professional development activities and methods that best support adult learning. The training will make use of video tape and other technologies that will provide opportunities to calibrate scorers across California. Each assessor will demonstrate that they are competent and consistent as they score a series of teacher performance tasks. The training will include clear criteria by which assessors are judged and certified to be a TPA assessor.

Training of Trainers of Assessors Process

In order to quickly make the assessment system accessible to Institutions, a training of trainers model will be put into practice. This calls for a training process that can be delivered to the field by certified state trainers. This training will be similar to the TPA assessor training but will extend to include training on how to be a trainer and how to maintain high quality and reliable scoring.

How to Administer the Teaching Performance Assessment (for Teacher Preparation Institutions)

This training will be developed to offer support to Institutions so that they can become the administrator of the Teaching Performance Assessment system. Each Institution will have to have assessors and be able to offer the tasks to candidates in a timely and appropriate manner. Administration will need to be equitable and fair. The Institution will train staff, embed the tasks in their curriculum and provide opportunities for candidates to refute their scores. They will also be able to maintain the reporting system that will be necessary for the TPA system. As a part of the training, Institutions should receive information on how to manage the state designed database system to assist with tracking and reporting candidates scores to all appropriate stakeholders.

Teaching Performance Assessment System Evaluation

An evaluation system will be developed in order to understand how the TPA is being implemented and what long term effects it may have on the learning to teach system. It will also assist with ongoing design issues related to the teaching performance assessment tasks and scales. Each training will have an evaluation component. Both formative and summative evaluation methodology should be employed.

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California Commission on Teacher Credentialing

Meeting of:

July 11-12, 2001

Agenda Item Number:

PERF-2 (IN FOLDER)

Committee:

Performance Standards

Title:

California Basic Educational Skills Test (CBEST): Proposed Contract Amendment



Action

Prepared by:

Mark McLean, Assistant Consultant
Professional Services Division

California Basic Educational Skills Test (CBEST): Proposed Contract Amendment

Professional Services Division

June 27, 2001

Executive Summary

This item recommends that the Commission amend the CBEST contract with National Evaluation Systems, Inc. (NES), increasing the total contractual amount by \$30,000 so the final 2000-2001 administration of the CBEST is funded. This request is made because of a larger than anticipated number of examinees for the June 2001 administration of the CBEST. Even though this raises the maximum threshold of the contract, NES will only be paid based on the actual number of examinees.

Fiscal Impact Summary

This amendment will allow the Commission to spend more from the Test Development and Administration Account (TDAA) on the CBEST contract, as needed due to a larger volume of examinees. Increased expenses, however, will be more than compensated for by increased revenue from examinee fees.

Policy Issue to be Decided

Should the CBEST contract be amended to make \$30,000 additional funds available to compensate the testing agency?

Recommendation

Staff recommends that the Commission adopt the contract amendment summarized below.

- Contract Number:..... TCC-8002
- Contractor:..... National Evaluation Systems, Inc.
- Contracting Period:..... July 23, 1998, to June 30, 2001
- Purpose of Contract:..... Complete the administration of the CBEST
- Proposed Amendment..... Increase the total contract amount by \$30,000, from \$10,384,023 to \$10,414,023
- Source of Funding..... Examinee fees

Background

California Education Code §44252 requires California candidates for nearly all teaching and services credentials issued by the Commission to pass the California Basic Educational Skills Test (CBEST) unless exempted through other statutes. The CBEST measures basic skills in reading, mathematics, and writing that have been found to be important for the job of an educator in California.

The current three-year contract to develop and administer the CBEST was awarded to National Evaluation Systems, Inc. (NES) in July, 1998 on the basis of a competitive bidding process. The contract expired on June 30, 2001. The final test administration for this contract was conducted on June 9, 2001.

The CBEST contract established \$10,384,023 as the total amount available to reimburse NES. Of that, \$427,925 was allotted for ongoing test development with the remainder of \$9,956,098 for administration of the test during the three years of CBEST administrations based upon projected examinee volumes.

Funding for administration of the CBEST is fully supported through fees paid by examinees as required under Education Code §44252.5. The examinee test fee covers the Commission's costs related to the CBEST, as well as the administrative duties performed by NES. NES is responsible for collecting these fees and submitting the total amount to the Commission. The Commission then pays NES a specific amount per examinee. The amount paid to NES is based on a sliding scale related to the number of examinees who take the CBEST.

Rationale for the Amendment to the Contract

This proposed amendment increases the amount of the contract by \$30,000 based upon larger than anticipated volumes of examinees. CBEST administration costs have been established in the contract and are based upon numbers of examinees. Volumes of examinees that determine estimated contract costs are projected on the basis of trends in examinee volumes for past years. Until the final administration of the CBEST under this contract on June 9th, 2001, examinee volumes for the previous administrations during the 2000-01 testing year were consistent with volumes for the same testing dates in the previous two years. Examinee volumes for the June CBEST administration in the past two years averaged approximately 17,600. The contract balance for the June 9, 2001 test administration was more than sufficient to cover costs for well over 20,000 examinees. However, NES reports that there were 24,126 registrants for that test date, of which 22,216 individuals actually took the test. This was the largest number of examinees ever for a single administration date. While an increase in examinees may have been expected in the light of ongoing initiatives and programs promoted by the Commission and the Governor to encourage qualified individuals to enter programs for teacher preparation, there was no indication that such a significant increase would occur.

Based upon preliminary numbers of examinee and absentee volumes for the June administration, additional encumbered funds of \$30,000 are necessary to authorize compensating the contractor for the final test administration of the 1998-2001 CBEST contract. This amount is based upon costs associated with the numbers of registrants and examinees indicated above and provides allowances for adjustments to that amount for individuals who withdrew from the exam, and examinees who postponed their examination from a previous date

or to a future date. Those adjustments will be reflected in the final invoice. NES will only be paid based on the actual number of examinees and absentees as specified in the contract.

Staff will explore alternatives for addressing similar situations that may occur in the future.

Staff Recommendation

Staff recommends that the Commission approve an amendment to the 1998-2001 CBEST contract to increase the total contract amount by \$30,000 to \$10,414,023 to compensate NES for the full amount of the June 9, 2001 CBEST administration.



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California Commission on Teacher Credentialing

Meeting of:

July 11-12, 2001

Agenda Item Number:

PREP-1

Committee:

Preparation Standards

Title:Status Report on the Work of the Administrative Services
Credential Task Force

✓ Information

Prepared by:Jan Jones Wadsworth, Ed.D.
Consultant, Professional Services DivisionLawrence W. Birch, Ed.D.
Administrator, Professional Services Division

Status Report on the Work of the Administrative Services Credential Task Force

Professional Services Division

June 18, 2001

Executive Summary

Ten years ago, the Commission initiated a multi-year study of administrator preparation that resulted in the adoption of *Standards of Program Quality and Effectiveness for Administrative Services Credential Programs*. These standards now govern all administrator preparation programs in California. In light of recent reforms, such as the increasing emphasis on strengthening accountability for student achievement, and the many other changes taking place in the public schools of California, the Commission decided in June, 2000 to review the current structure for the Administrative Services Credential and the standards for administrator preparation to ensure that they are up-to-date. The review studied the alignment of the standards with the national Interstate School Leaders Licensure Consortium (ISLLC) standards. Five public forums were held statewide, between December 2000 and February 2001. A Task Force has been meeting monthly since December 2000 to define issues and concerns related to the current structure and standards for administrator preparation. Following the review, a report with recommendations will be made to the Commission. This report provides a summary of the work of the Task Force to date, including areas of consensus.

Fiscal Impact Summary

The Commission's base budget includes resources to support the activities described in this agenda report. No augmentation of the budget is needed to carry out the activities of this review.

Policy Issues to be Resolved

Should the Commission modify the current structure of the Administrative Services Credential? Should the Commission make changes in the Administrative Services Credential Program Standards? Should the Commission align its standards for the Administrative Services Credential with national standards?

Overview

The expertise of school administrators is essential to the success of the reforms that have been initiated in California because school administrators have a direct influence on the quality of the teaching experience. In every improvement program, school administrators play a key role. The school administrator's interactions are crucial to the success of teachers and students. In the current era of standards and accountability, it is both timely and important to examine how school administrators are prepared and supported. This report provides an update on the work of a Commission Task Force that is engaged in a focused review of the structure and content of administrator preparation.

Recognizing the fact that there are a number of new Commissioners who were not present when the Commission approved the review of the Administrative Services Credential, a slightly more detailed description is provided about the plan for the review along with an overview of the current credential structure and standards. The background information provides a description of the review of the structure of the Administrative Services Credential and the *Standards of Quality and Effectiveness for Administrative Services Credential Programs* approved by the Commission last June. A summary of the current credential structure and standards for the preparation of school administrators is then provided. This is followed by a report on a series of Commission-sponsored forums and Task Force deliberations.

Background Information

In June 2000, the Commission approved a review of the structure of the Administrative Services Credential and the *Standards of Quality and Effectiveness for the Administrative Services Credential Programs*. The student standards movement has been changing the context in which school administrators serve. Although the current preparation standards were adopted in 1995 and programs meeting these standards are relatively new, it is time to examine them to make certain they are still up-to-date and appropriate. There are aspects of the current structure that may need to be adjusted in order to make the system work more effectively, in the context of other reform efforts.

Reviewing the Commission-adopted preparation standards for the Administrative Services Credential has been a critical first step for the panel as it considers ways to improve administrator quality. The next task is to determine how well the standards are being implemented, and what kind of professional support California can and should provide in order to upgrade the skills of its administrators. If the current standards can be adjusted to foster continuous positive growth for administrators, the state will be more likely to address the growing shortage of administrators. Recruiting and retaining administrators can be most challenging in schools that serve the lowest achieving students. Administrators who are not supported during their early entry into the profession may be even less likely to take positions in places where they are needed the most. It is necessary at this time of standards-based educational reform that school administrators be provided with adequate preparation, time for reflection, and opportunities to discuss school improvement with colleagues.

In conducting the review, staff is utilizing the assistance of a Task Force broadly representative of the education community. A series of forums were conducted throughout the state to gather information to guide the review. The Task Force has been conducting monthly meetings to review the information gathered at the forums, analyze data collected, study the alignment of the Commission's standards with the Interstate School Leadership Licensure Consortium (ISLLC) standards, develop recommendations about the credential

structure, and recommend revisions, as necessary, of the Commission's preparation standards. A survey of candidates completing programs over the past three years has provided information about the adequacy of the content of current preparation programs. All of these activities are contributing to the development of recommendations to be brought to the Commission at a future date.

The Task Force has reviewed the alignment of the Commission's *Standards of Quality and Effectiveness for Administrative Services Credential Programs* with ISLLC Standards and the *California Professional Standards for Educational Leaders* (CPSEL) (Attachment A: *California Professional Standards for Educational Leaders*) , developed by a collaborative effort sponsored by the Association of California School Administrators (ACSA) and the California School Leadership Academy (CSLA). The intent of this activity is to enhance the usefulness of the California standards, especially in this time of interest in the portability of credentials across state lines.

Overview of the Current Administrative Services Credential Structure

Ten years ago, the California Commission on Teacher Credentialing initiated a comprehensive, multi-year study of administrator preparation both within California and throughout the United States. The study was conducted by Commission staff under the guidance of an expert advisory panel of school district administrators, site principals, professors, representatives from professional organizations and state level agencies, including the California Department of Education.

The report of the study, titled *An Examination of the Preparation, Induction, and Professional Growth of School Administrators in California* included policy recommendations from the advisory panel. The recommendations included a proposal to retain the two-level structure for the Administrative Services Credential that had been established in the early 1980's, but to modify the structure to eliminate identified weaknesses and respond more effectively to the professional development needs of aspiring and practicing administrators. The Commission adopted the policy recommendations and sponsored legislation (SB 322, Morgan) to modify sections 44270 and 44270.1 of the Education Code. The bill was passed by the Legislature, signed by the Governor and became effective January 1, 1994. The legislation put into place the legal framework for the structural changes of this revised design for administrator preparation.

The Commission continued the approach it had initiated in the late 1980s to move credential programs from narrowly defined guidelines and competencies to broad standards of program quality. The Commission asked the advisory panel to assist in the development of new program standards consistent with the legislation and the policy recommendations. The *Standards of Quality and Effectiveness for Administrative Services Credential Programs* were adopted by the Commission in March of 1995.

Both public and private post-secondary institutions were required to revise and up-date their administrative credential programs to meet the new standards. Program proposals responding to the standards were reviewed by a panel of experts in school administration prior to being recommended for initial accreditation. All preparation institutions were required to complete the re-certification process by September 1, 1998. Once re-certified, the programs are reviewed on a regular basis through the Commission's on-site continuing accreditation process.

The most significant features of the revised standards were the changes made in the structure of Professional level program, the timeline for its completion and the provision for the inclusion of non-university activities in the Professional level program. The curriculum requirements for both levels were modified as a result of the study. Throughout both levels of the program there is an expectation of a high level of collaboration between preparing institutions and employing school districts.

Current Preliminary Administrative Services Credential and Preliminary Administrative Services Internship Credential (Tier I) Structure and Requirements - The major thrust of the Preliminary Administrative Services Credential (Tier I) Program is to prepare individuals to perform the responsibilities of entry-level administrative positions. The preparation standards include significant recognition of the diversity of California students and communities. Programs are required to provide an increased emphasis on the relationship between school, parents, and community. For admittance into the Tier I program, universities must consider the candidates' sensitivity to and related experiences with the needs of students, teachers, and other school personnel. Furthermore, universities must consider the candidates'

sensitivity to diverse student populations found in California schools, particularly individuals with disabilities and those from diverse ethnic, cultural, and socio-economic backgrounds.

The preliminary level program requires that candidates be placed in appropriate field settings, under the supervision of effective supervising administrators. This calls for a high level of collaboration between school districts and universities in the placement of candidates in field settings that provide positive models conducive to the development of the prospective administrator.

The Commission's standards also provide an internship option. Under this option, the candidate can be employed by the school district in an administrative position, but is also involved in a university preparation program providing the curriculum and field experience as part of an "on-the-job training" model. The internship program requires ongoing collaboration between the institution and the employing school district in all areas of program design, implementation and evaluation. The internship option does not currently allow districts to deliver the curriculum of the program.

At the conclusion of a university preparation program, the candidate is eligible to receive a Certificate of Eligibility for the Administrative Services Credential and is able to seek initial employment as an administrator. The Certificate signifies that the candidate has completed a preparation program and that the candidate is eligible for the Preliminary Level credential upon employment. Once employment as an administrator is achieved, a Preliminary Administrative Services Credential is issued and the "time-clock" for completion of the second level of administrative preparation begins.

Current Professional Administrative Services Credential (Tier II) Structure and Requirements
- Upon being initially employed by a school district, the new administrator has five years to complete the professional credential (Tier II) program. During the first year of employment, a district representative, a university representative, and the new administrator cooperatively develop an individualized induction plan. The plan includes an initial assessment of the new administrator, the development of a targeted professional development program, a mentoring component, required university coursework, an individualized elective component, and a plan for final assessment. The elective component can include approved non-university activities or additional coursework. The induction plan and the mentoring component are intended to provide support and assistance for the newly employed administrator.

The Professional Administrative Services Credential requires at least two years of experience as an administrator and concludes with an assessment in which the administrator, the district representative and the university representative again verify that all of the standards and requirements have been met. Induction plans may vary from individual to individual because of different career planning interests. The intent of this flexibility is to allow for special interests of the administrative candidate and the needs of the employing school district. Once the Professional Administrative Services Credential is earned, the holder is required to complete 150 hours of professional development every five years.

Administrator Preparation Forums

Concerns about the effectiveness of the current structure of the Administrative Services Credential led the Commission staff to schedule a series of public forums. Five forums were scheduled during the months of December, January and February (00-01). The forum sessions were organized in a manner to provide ample opportunities for interaction among participants. After an introductory activity to set the context for the discussion, participants had the opportunity to join with up to two different discussion groups, organized around the following topics:

- Structure of the Preliminary and Professional Administrative Services Credentials
- Content of professional preparation programs for Administrative Services Credentials
- Induction/support for new administrators
- Alternative program options
- Recruitment /retention of site and district office administrative positions

The discussion groups addressed what is working well, what is not working well and made suggestions for improvement. Each group then prepared a written summary of the discussion and reported to the entire group. The notes of the group discussions were summarized for use by the Task Force. Participants were also invited to submit additional

written comments to the Task Force, if they felt so inclined.

Forums were held as follows:

Date	Location	Approximate Attendance
December 13, 2000	Sacramento	25
January 17, 2001	Fresno	35
January 23, 2001	San Diego	40
February 6, 2001	Fullerton	75
February 27, 2001	Union City	25

Overall the discussions were conducted in a very professional manner. There was a balance of viewpoints presented by representatives of post-secondary institutions and K-12 districts. Although there was not total agreement on the topics considered, there was a consistency of viewpoints expressed from one location to another. Some consistent issues came up and were forwarded to the Task Force. Participants in the forums came with the expectation that their voices would be heard and their comments valued. Following are some of the issues expressed at the forums (partial list):

- The Professional Credential needs to be drastically redesigned or eliminated.
- There is a need for better collaboration between institutions of post-secondary education and employing school districts.
- There is perceived redundancy in content between the Preliminary and Professional levels.
- The level and intensity of field experience at the Preliminary level does not present an adequate picture of the responsibilities of an administrator, since it is offered in a part-time format, because candidates are not able to obtain release time to participate more extensively.
- There needs to be a better blend between theory and practice.
- The content of the Preliminary level needs to be updated.
- The content of professional development after employment of an administrator needs to be monitored by the employing school district.
- A structure needs to be developed to give all new administrators the benefit of support, mentoring and assistance during the early years of employment as an administrator.
- The new administrator is heavily involved with the demands of the position that makes the thought of "additional requirements" very unattractive.
- Alternative delivery systems should be developed to facilitate the recruitment and training of administrators in "hard to staff" schools or to help districts "grow their own" administrators.
- The complexity of the job of the administrator, the demands of the responsibilities and the level of compensation are a dis-incentive for individuals to seek administrative positions.
- The current structure of the Administrative Services Credential may also be a further barrier preventing persons from applying for an administrative position.

In addition to the five forums, Commission staff members were invited to the annual ACSA Special Education Conference and the ACSA Superintendent's Symposium to conduct mini-forums with interested participants. Each of these meetings was attended by approximately twenty persons.

Survey of Preliminary Administrative Services Credential Program Graduates Over the Last Three Years

This survey was conducted cooperatively by the Commission on Teacher Credentialing and Dr. John Borba and Dr. Chet Jensen, of the Administrative Services Credential program at California State University, Stanislaus. Using the Commission's database, approximately 7500 surveys were sent to candidates completing Administrative Services Credential programs over the past three years. Of the 7500 sent out, 2468 were completed and returned, 532 were undeliverable and 70 completed surveys were returned after the deadline. The analysis of the results is expected for the July Task Force meeting. However, the preliminary information is consistent and supports the input received at the public forums.

Administrative Services Credential Task Force

The first meeting of the Task Force was December 12, 2000 in Sacramento. Task Force meetings have been held as follows:

Date	Location
December 12, 2000	Sacramento
January 24-25, 2001	San Diego
February 7-8, 2001	Fullerton
March 6-7, 2001	Sacramento
April 3-4, 2001	Ontario
May 15-16, 2001	Sacramento
June 12-13, 2001	Sacramento

Future meetings are scheduled for July 17-18, 2001 and September 17, 2001. The first meetings of the Task Force were largely devoted to gaining the necessary background to approach the job. Members have been required to process a considerable amount of information in order to prepare themselves to understand the work before them. The Task Force members recognize that they will need to evaluate competing ideas before they will be able to formulate recommendations for the Commission. Most of the members have attended at least one of the Forums.

Status Report on Task Force Deliberations

The major topics being studied by the Task Force are the efficacy of the current standards for the Administrative Services Credential, the efficacy of the current credential structure and the alignment of the existing standards with national standards. At its February meeting, the Task Force began identification of areas of emerging consensus in its thinking and has continued to do so at subsequent meetings. Following are areas that the Task Force has identified in which they feel a sense of agreement, which will form the basis for recommendations to be presented to the Commission at a later date.

Administrator Shortage - The Task Force has recognized the larger problem of the shortage of qualified applicants for many administrative positions. Task Force members do not see the credential structure and standards as the primary cause of that shortage, but do recognize that they may be a contributing factor. The Task Force is of the opinion that a major reason for the shortage is the difficulty of the job and its demands in relation to the salary levels available for administrators. The Task Force is concerned about this situation, but realizes that the solution lies largely outside of its charge and also outside of the authority of the Commission.

Administrator Preparation Standards - The Task Force has studied the Commission's *Standards of Quality and Effectiveness for Administrative Services Credential Programs*, the national Interstate School Leaders Licensure Consortium (ISLLC) *Standards for School Leaders* and the *California Professional Standards for Educational Leaders (CPSEL)s* developed through a collaborative effort sponsored by ASCA and CSLA. Based on the study of these standards, the Task Force determined that the current CCTC candidate competence standards are compatible with the ISLLC standards as well as the CPSEL standards. Commission staff participated in the development of both of these sets of standards. Further, it was noted the CPSEL standards are also very closely aligned with the ISLLC standards but better represent comprehensive professional based standards of practice for California because they were developed with specific attention to the needs of California's schools and students. Therefore, the Task Force will be recommending that the Commission adopt the CPSEL standards and that subsequent program standards be based upon these standards.

Structure of the Administrative Services Credential - The Task Force reached consensus that the Administrative Services credential needs to become a single credential implemented in two phases based on the CPSEL standards. Phase I would be primarily a pre-service preparation program, completed before initial employment as an administrator. Upon initial employment as an administrator, Phase II would be initiated. It would include development of a Professional Leadership Plan based on the CPSEL standards, two years of administrative experience, and would include support, assistance and professional learning. Phase II would be completed as a requirement for the first renewal of the credential.

Major Features of Phase I

- The Task Force agrees that accredited post-secondary institutions would most likely

continue to deliver this phase of the program and recommend candidates for credentials. Preparation programs would be expected to demonstrate a high level of collaboration among school districts, professional organizations and the institutions. The collaboratively designed and operated internship credential option should continue to be available in order to provide a preparation alternative.

- All preparation programs must be based on the Commission's program standards that will be aligned with the CPSEL standards.
- Specific content areas that should be updated in Phase I include focused attention on the K-12 academic content standards for students, assessment, accountability, special education and pupil personnel services.
- Program requirements must include field experiences that are practical (translating theory into practice), meaningful, realistic, job embedded, and, as much as possible accomplished during the school day. Field experiences must have trained site/district level coaches who work collaboratively with the program providers.
- Near the end of Phase I the candidate will complete a culminating assessment based on the CPSEL standards to help measure the achievement of candidate outcomes. The assessment would determine the candidate's eligibility for the credential. This experience would also include a self-assessment/needs assessment to begin the candidate's own Professional Leadership Plan (PLP). This initial planning process will establish the basis for the individual candidate's professional learning as they begin Phase II.

Major Features of Phase II

- The employing school district and new administrator would be responsible for making certain that the Professional Leadership Plan is initiated within six months of initial employment and would be based on the PLP completed near the end of Phase I. The plan would be based on the CPSELs. Both the district and the new administrator would identify areas of expectation for the employee based upon individual and district needs. Together, they would also identify support and assistance resources available. The PLP would include support provider identification. The individualized PLP would be ongoing throughout a minimum of two years of employment as an administrator.
- Those individuals providing support and assistance must be comprehensively trained, skilled, knowledgeable about the CPSEL standards, the PLP and the credentialing process. Support providers should not be responsible for the employee's evaluation. However, they need to recognize the confidential nature of the process. Support providers should assist with ongoing planning of the PLP and should guide the candidate toward continuous improvement. The new administrator would be expected to engage in reflective practice with her/his support provider building upon the foundation of Phase I to apply earlier experiences to the job. Initially, the support provider would be assisting the new administrator in the challenges of the new administrative assignment. Eventually, the efforts would be more directed toward the professional learning of the administrator. Support providers should be compensated for their work.
- Professional learning activities would be broadly defined and provided in a variety of ways. They should include but not be limited to district provided opportunities such as staff development, workshops, and support groups. In addition, there are activities such as ACSA academies, CSLA seminars, college and university coursework and other external professional development experiences. Administrators in this phase of professional development would demonstrate growth related to the CPSELs over time through various assessment activities and interaction with the support provider as they gain more in-depth knowledge and skills in their job experiences.

Ongoing Professional Growth

The Task Force recognizes that another phase of the Administrative Services Credential is already in place for subsequent credential renewals with the on-going professional growth required under current Commission policies. It would be the hope of the Task Force that professional growth at this level would also be based upon the CPSELs.

Tasks to Complete

At its next two meetings, the Task Force will focus on further defining the sponsorship for both phases, continue the discussion of the structure of Phase II, and further discuss details relative to implementing that structure. Further discussion will take place regarding assessment tools and procedures for both phases. Staff and the Task Force welcome Commission feedback on the emerging consensus of the Administrative Services Credential Task Force. Based on dialogue with the Commission, the Task Force will finalize its recommendations for Commission consideration at a future meeting.

ATTACHMENT A

California Professional Standards for Educational Leaders

California Professional Standards for Educational Leaders

Preamble

The administrator at a school site has numerous responsibilities that ultimately lead to the improvement of the performance of all students in the school. By acquiring the skills, attitudes, and behaviors as outlined in the following professional standards for educational leaders, students have the best opportunity to achieve the mission and vision of the district and to meet the expectations of high standards for student learning. Inherent in these standards is a strong commitment to cultural diversity and the use of technology as a powerful tool.

Standard 1

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

- Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.
- Communicate and implement the shared vision so that the entire school community understands and acts on the mission of the school as a standards-based educational system.
- Leverage and marshal sufficient resources to implement and attain the vision for all students and subgroups of students.
- Identify and address any barriers to accomplishing the vision.
- Shape school programs, plans, and activities to ensure integration, articulation, and consistency with the vision.
- Use the influence of diversity to improve teaching and learning.

Standard 2

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

- Create an accountability system of teaching and learning based on student learning standards.
- Utilize multiple assessment measures to evaluate student learning to drive an ongoing process of inquiry focused on improving the learning of all students and all subgroups of students.
- Shape a culture where high expectations for all students and for all subgroups of students is the core purpose.
- Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards.
- Promote equity, fairness, and respect among all members of the school community.
- Provide opportunities for all members of the school community to develop and use skills in collaboration, leadership, and shared responsibility.
- Facilitate the use of appropriate learning materials and learning strategies which

include the following: students as active learners, a variety of appropriate materials and strategies, the use of reflection and inquiry, an emphasis on quality versus quantity, and appropriate and effective technology.

Standard 3

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

- Monitor and evaluate the programs and staff at the site.
- Establish school structures, patterns, and processes that support student learning.
- Manage legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.
- Align fiscal, human, and material resources to support the learning of all students and all groups of students.
- Sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.
- Utilize the principles of systems management, organizational development, problem solving, and decision-making techniques fairly and effectively.
- Utilize effective and nurturing practices in establishing student behavior management systems.

Standard 4

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

- Incorporate information about family and community expectations into school decision making and activities.
- Recognize the goals and aspirations of diverse family and community groups.
- Treat diverse community stakeholder groups with fairness and with respect.
- Support the equitable success of all students and all subgroups of students through the mobilization and leveraging of community support services.
- Strengthen the school through the establishment of community, business, institutional, and civic partnerships.
- Communicate information about the school on a regular and predictable basis through a variety of media and modes.

Standard 5

A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

- Demonstrate skills in decision making, problem solving, change management, planning, conflict management, and evaluation.
- Model personal and professional ethics, integrity, justice, and fairness and expect the same behaviors from others.
- Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.
- Reflect on personal leadership practices and recognize their impact and influence on the performance of others.
- Encourage and inspire others to higher levels of performance, commitment, and motivation.
- Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.
- Engage in professional and personal development.
- Demonstrate knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades.
- Use the influence of the office to enhance the educational program rather than for personal gain.
- Protect the rights and confidentiality of students and staff.

Standard 6

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

- View oneself as a leader of a team and also a member of a larger team.
- Ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.
- Generate support for the school by two-way communication with key decision makers in the school community.
- Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.
- Influence and support public policies that ensure the equitable distribution of resources, and support for all the subgroups of students.
- Open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement.

Standards 1-4 and 6 are from Council of Chief State School Officers, Interstate School Leaders Licensure Consortium: Standards for School Leaders. Washington, D.C.: Council of Chief State School Officers, 1996, pp. 10, 12, 14, 16, and 20. Standard 5 is adapted from this same source, p. 18. Elements are from representatives from the California School Leadership Academy at WestEd, California Commission on Teacher Credentialing, Association of California School Administrators, Professional Development Consortia, California Department of Education, and California colleges and universities, California Professional Standards for Educational Leaders, April 17, 2001 (draft).

ATTACHMENT B

Roster of the Administrative Services Credential Task Force

Task Force Roster

<i>Name</i>	<i>Position</i>	<i>Affiliation</i>
Kathleen McCreery	Assistant Executive Director	Association of California School Administrators
Dave Brown,	Superintendent Napa Valley USD	ACSA Superintendents Committee
Jackie Flowers	San Joaquin County Office of Education	ACSA Secondary Schools Committee
Tom Zach	Principal Jefferson ESD	ACSA Middle Schools Committee
Sharon Millen	Principal Keppel School District	ACSA Elementary Schools Committee
Cameron M. McCune	Walnut Valley Unified School District	ACSA Human Resources Committee
Maureen Burness	Placer/Nevada County SELPA	ACSA Pupil Personnel/Special Education Committee
Franklin Campbell Jones	California State University, Los Angeles	California State University
Jose Lopez	California State University, Hayward	California State University
Linda Orozco	California State University, Fullerton	California Association of Professors of Educational Administration (CAPEA)
Philip J. Rusche	Dean, College of Education California State University, Northridge	California State University Deans

Bruce Newlin	Graduate School of Education University of California, Los Angeles	University of California
Paula Cordeiro	Dean, School of Education University of San Diego	Private & Independent Colleges and Universities
Mary McCullough	Loyola Marymount University	Private & Independent Colleges and Universities
Karen Kearney	Executive Director, California School Leadership Academy	California School Leadership Academy
R. Michael Dutton	Principal Antelope Valley USD	California School Boards Association
Kathy Falco	Teacher Stockton USD	California Teachers Association
Frank Gold	Retired Tamalpais Union HSD	California Federation Teachers
Kathy Moffat	Parent Member	California State PTA
Barbara MacNeil	Program Manager San Diego Unified School District	Special Education/Pupil Personnel Services
Harold J. Vollkommer	Assistant Superintendent Human Resources San Bernardino City USD	School District Human Resources and Personnel Administrators of San Bernardino and San Diego Counties
Glen Thomas	Executive Director	California County Superintendents Educational Services Association (CCSESA)
Kathryn I. Benson	Personnel Program Manager San Luis Obispo County Office of Education	Personnel and Administrative Services Steering Committee (PASSCo)
Ex-Officio Members		
Don Kairott	Technology Services Division California Department of Education	CDE Liaison
Sue Robb	Office of the Chancellor	California State University
Bob Wells	Executive Director	Association of California School Administrators
John Borba	California State University, Stanislaus	Survey Facilitators
Chet Jensen	California State University, Stanislaus	Survey Facilitators



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California Commission on Teacher Credentialing

Meeting of:

July 11-12, 2001

Agenda Item Number:

PREP-2

Committee:

Preparation Standards

Title:

Report on the Issuance of Internship and Pre-internship Grants for 2001-2002 and Proposal to Issue a Contract for External Evaluation of Internship Programs



Action

Prepared by:Michael D. McKibbin, Consultant
Teacher DevelopmentSuzanne Tyson, Consultant
Teacher Development

Report on the Issuance of Internship and Pre-internship Grants for 2001-2002 and Proposal to Issue a Contract for External Evaluation of Internship Programs

Professional Services Division
June 21, 2001

Executive Summary

This report presents information on the distribution of Alternative Certification funds for 2001-2002 and requests authorization to issue a Request for Proposals for an external evaluation of the Teaching Internship Grant Program.

Fiscal Impact Summary

Internship and Pre-internship funds are provided through a \$43.6 General Fund allocation to the Commission. These funds are intended to provide grants to the 143 local assistance programs, and to cover developmental costs including the proposed external evaluation. The costs associated with the administration of this program, preparation of the proposed Request for Proposals and working with the successful contractor are included in the Commission's base budget.

Policy Issues To Be Decided

Should the Commission release a Request for Proposals to secure a contractor to conduct an external evaluation of the Teaching Internship Grant Program?

Recommendation

Staff recommends that the Commission authorize the Executive Director to release a Request for Proposals to secure a contractor for the external evaluation of the Teaching Internship Grant Program.

Background

In 1993 and 1997 legislation was passed to authorize the issuance of grants to School districts, county offices of education, and postsecondary institutions who wish to prepare teachers through internships and pre-internships. These statutes require the Executive Director of the California Commission on Teacher Credentialing to award grant funds to programs that recruit, prepare and support teachers in California public schools (K-12).

In the past seven years the internship program has grown from its original allocation of \$2 million to nearly \$32 million and the pre-internship program has grown to nearly \$12 million. The program has been modified to address various changes in state policy such as the Class Size Reduction Initiative which allowed districts to use internships to help meet their increased needs for teachers. Last year, Senate Bill 1666 further amended the grant funding program to increase the size of the allocation for each intern served from \$1,500 to \$2,500. SB 1666 also allows the Commission to combine the funds allocated for interns with the funds allocated for Pre-intern programs. The combined allocation for Intern and Pre-intern programs is \$43.6 million for 2000-2001. Pre-internship and Internship programs provide support and teacher preparation for multiple subject, single subject and special education teachers.

Purposes of Pre-internship Programs.

In 1997 the California Legislature passed, and Governor Wilson signed, Assembly Bill 351 (Scott, Section. 44305) that established the Pre-internship Teaching Program. AB 351 (Scott) defines a Pre-internship Program as providing emergency teachers with "early, focused, and intensive preparation in the subject matter that they are assigned to teach and development in classroom management, pupil discipline, and basic instruction methodologies." The program is designed to facilitate as quickly as possible a candidate's entry into an internship or other teacher preparation program. The goals of the program are responsive to the significant and increasing need for additional teachers in California schools. In 1999, AB 466 (Scott) was enacted to allow additional pre-internships for Special Education teachers.

Pre-internship programs assist candidates who meet specified requirements by providing them with the initial pedagogy necessary to begin teaching. These programs provide a support network to assist these novice teachers, as well as extensive, focused subject matter preparation for the participants. Pre-internships help districts meet their needs for teachers in shortage areas, and provide a credential track for non-traditional teachers.

The requirements for a Pre-intern Certificate are the same as for an emergency permit, and candidates are those who have not completed the subject matter requirement for entry into a credential preparation program. Both require the completion of a bachelor's degree with a minimum number of units (forty for multiple or eighteen for a single subject credential with a minimum grade of "C") in the subject of the teaching assignment. Both also require the passage of the California Basic Educational Skills Test (CBEST). However, the emergency permit requires that the holder take six units toward the completion of a teaching credential, while the Pre-intern Certificate requires that the holder take the appropriate subject matter examination toward completion of a credential.

A Pre-intern Certificate is issued for one year and may be reissued once if the holder takes the appropriate subject matter examination(s) and participates in an approved local pre-intern program. In compelling cases a third certificate may be issued at the discretion of the Commission.

Since its inception in 1997, California lawmakers have passed additional legislation that has encouraged the growth of the Pre-internship Program. In 2001, the legislature approved the Commission's request to link the funding between the Pre-internship and Internship Programs with SB 1666 (Alarcon) Chapter 70 of the statutes of 2000. This legislative measure provided the Pre-intern Program with the flexibility to serve the current demand.

The statutes have recognized the following purposes for Pre-internship Programs:

- improving the effectiveness and retention of teachers who have not met subject matter standards in the subjects they teach;
- eventually replacing the emergency permit system;
- providing funded, formalized support for entry into an approved teacher preparation program; and
- providing subject matter instruction; introductory pedagogy in classroom management, student discipline and teaching strategies; and support.

For four years the Commission has established policy and provided oversight of the Pre-internship Program by awarding competitive grants for training and support at \$2,000 per pre-intern per year to counties and school districts that participate in a competitive grant process. Agencies may apply singularly or jointly as a consortium.

Five components that each program must provide are the following:

- Recruitment procedures that provide the pre-intern with early support, advisement and training.
- Advisement process that includes a plan for the pre-intern's next steps in licensure.
- Subject matter preparation that assists the pre-intern to demonstrate subject matter competence through course work or examination.
- Survival pedagogy that covers classroom management first and has provisions for working with pre-interns on an individualized on-going basis.
- Support by experienced teachers trained in the California Standards for the Teaching Profession to promote retention, collegiality and improved classroom instruction.

Purposes of Internship Programs

There are two types of internship programs: university intern and district intern. In 1967, the Teacher Education Internship Act of 1967 was enacted. In 1983, lawmakers enacted the Hughes-Hart Education Reform Act (Senate Bill 813) which authorized districts to develop and implement district internships. Then, in 1993, they passed the Alternative Teacher Certification Act of 1993 (AB 1161, Quackenbush), which established funding criteria for the two kinds of internships established previously.

Internships are fully salaried, tenure track positions where interns serve as the teacher of record. Internships may be one or two years long. Internship programs begin with a preservice program that provides the foundational skills needed to begin teaching. The initial instruction is followed by coursework and seminars over the duration of the program. Each intern is assisted by a support network. Performance is assessed jointly by the teacher preparation program and the employing district for both credential and employment purposes.

Taken together, the statutes have recognized several purposes for internship programs for beginning teachers, which are summarized below.

- (1) The first purpose of internship programs for new teachers is to expand the pool of qualified teachers by attracting persons into teaching who might not otherwise enter the classroom, and who bring some of the following attributes into teaching.
 - Are changing careers after gaining experience and maturity in military services, aerospace firms, defense-related businesses and other industries.
 - Meet California's subject matter standards in the subjects in which the public schools have chronic and widespread shortages of qualified teachers.
 - Are committed to serve students in geographic areas where schools have been under-staffed, including urban, rural and isolated regions of California.
 - Cannot afford traditional program costs, and who need access to systematic training programs so they can meet professional teaching credential standards.
 - Are committed to enter the field of special education, to serve California's growing population of students with handicapping conditions.

- Possess the linguistic and cultural skills to teach the growing numbers of limited-English-proficient pupils in K-12 schools.
 - Are members of demographic groups that are under-represented in the teaching workforce.
- (2) While addressing these critical recruitment needs, the second purpose of teaching internships is to enable K-12 schools to respond immediately to pressing needs while providing professional preparation for interns that is as extensive and systematic as traditional programs, and that links education theory with classroom practice throughout each intern's preparation.
- (3) While addressing these recruitment *and* preparation needs, the third purpose of internships is to provide effective supervision and intensive support so each new intern's learning can be targeted to her/his needs, and so beginning teachers who are interns can extend, apply and refine what they learn about teaching in the course of their initial preparation.

Internship programs allow individuals with specialized skills, particularly in selected subject areas, and strong backgrounds, including maturity and life experience, to serve as intern teachers while pursuing their professional preparation. The purpose of developing internships and other alternatives is to expand the pool of qualified teachers to include persons who might not otherwise be able to become teachers, including persons from military services and defense-related industries.

Internships provide mechanisms to recruit individuals from under-represented groups into the teaching force, including economically disadvantaged candidates and work-seasoned, second-career adults. They also allow schools to place in classrooms those prospective teachers who want to put their energies directly into their jobs and "learn by doing." Educational agencies have offered internships to enable non-traditional candidates to enter the profession. The grant funds provide the means to extend access to those candidates who are not reached by conventional programs and options.

Internship programs blend theory and practice and provide ways for school districts to respond immediately to pressing teacher needs. Because these programs focus on specific groups of prospective teachers, they target their preparation and support services to the particular needs of each individual. Programs are designed to identify each intern's entry-level skills, and to concentrate on what he or she needs. Internships also provide opportunities for schools and districts to become more active participants in preparing teachers, in collaboration with accredited colleges and universities.

Growth of Internship and Pre-internship Programs

Internship and Pre-internship have enjoyed vigorous growth since their inception. Internship programs have grown five fold since 1994, and Pre-internships have grown ten fold in just four years. If these programs are to reach their dual goals of placing qualified teachers in every classroom and reaching new sources of teachers for California's classrooms, this degree of growth will need to continue. [Tables 1 and 2](#) present the growth figures for each of the programs.

Table 1
Growth of the Pre-internship Program-1998 to 2002

Fiscal Year	Number of Funded Programs	Number of Pre-interns Served	Number of Districts Involved	Dollars Available (Millions)	Annual Growth (%)
1998-99	18	955	41	\$2	
1999-00	43	5,800	316	\$11.8 Plus Carryover	60.7%
2000-01	59	7,694	330	\$11.8 plus carryover	32.7

2001-02	69	10,534	410	\$11.8 plus \$10,375,000 in Alternative Certification funds.	37.7
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Table 2
Growth of the Internship Program-1994 to 2002

Fiscal Year	Number of Funded Programs	Number of Interns Served	Number of Districts Involved	Dollars Available (Millions)	Annual Growth (%)
1994-95	29	1238	150	\$2	
1995-96	23	1471	178	\$2	16%
1996-97	23	1888	186	\$2 Plus Carryover	22%
1997-98	52	3706	271	\$4.5 Plus Carryover	51%
1998-99	58	4340	330	\$6.5 Plus Carryover	14%
1999-00	65	4827	408	\$11 Plus Carryover	11%
2000-01	75	5649	465	\$21.5 plus carryover	14.5 %
2001-2002	81	7092 (Projected)	600 (Projected)	\$31.8 plus carryover	20% (Projected)

Review of Pre-internship and Internship Proposals in 2001

Requests for Proposals (RFP) are issued each year to encourage new districts and universities to become involved in teacher development programs. All responses to the RFP are evaluated by a panel of reviewers. The panelists follow quality criteria that are based on the requirements of statute and listed in the RFP. Programs that have successfully responded to a previous RFP and who have provided necessary documents to the Commission staff are not required to respond to the entire RFP. They may renew their grant by providing an abbreviated response to each criteria, detailing the new or expanded features in their program.

The funding criteria that were described in the RFP and used by the evaluators examine eight areas which are listed below.

- Need for the program and Leadership of the Program
- Number and Source of Participants to be Served
- Quality of Curriculum in the Instructional Program
- Quality of Support System
- Quality of Assessment of Participants
- Collaboration Among Participating Agencies
- Quality of Program Evaluation Plan
- Cost-Effectiveness and Budget for the Proposed Program

This year the RFP reviewers met on March 16 and 23, 2001. Before proposals were evaluated, the Commission's Staff conducted a training session for the reviewers which included an overview of the purposes of the program, a detailed explanation and discussion of the funding criteria (as listed above), and a collective review of two proposals to assure inter-rater reliability. Rating the first common proposal was the last activity of the training day. At the end of the training day, each member was given three or four additional proposals and score sheets. The task of each member was to read and score those

programs they received. One week later the reviewers reconvened. The first activity was to divide into teams and review the second common proposal. Following the team review, all twenty-seven readers met to review the common proposal and work out any needed protocols and reliability issues. For the remainder of the day the teams analyzed the proposals they read and scored individually, and arrived at a consensus score for each proposal.

In addition to giving a score to each proposal based on the total points available, each team was asked to give a holistic rating to each proposal. The five grades are as follows.

- 1) Superior proposal, no concerns
- 2) High quality, need for clarifications in a few areas
- 3) Good proposal, fund if team's substantive concerns are addressed
- 4) Fund this first year proposal as a pilot project if team's substantive concerns are addressed and provide assistance to project
- 5) Proposal does not meet minimum standards of quality

Among the most important tasks of the reviewers is to develop a list of questions for each project as necessary. Some of the questions are for clarification purposes, while others raise substantive concerns including asking questions that would require a program revision to answer the question. In the week following the review staff faxed to each project the list of questions and allowed ten days for the proposed program's administrators to formulate the answers. A phone interview was arranged with all 38 programs seeking funding to discuss the answers to the questions. The ability to provide satisfactory answers to the questions determined the level of funding for each project that staff proposed to the Executive Director of the CCTC.

Table 3
Evaluators of 2001 Pre-Internship and Internship Proposals

Name	Affiliation
Jenetha Bailey	Oceanside Unified School District
Leni Cook	CSU Dominguez Hills
Nancy Fishman	Glendale Unified School District
Elisa Hagen	Long Beach Unified School District
Sharon Heyne	Alhambra Unified School District
Neva Hofman	Santa Clara County Office of Education
Leo Kirchoff	CSU Chico
Melinda Jones	Walnut Valley Unified School District
Catherine Lemmon	San Joaquin County Office of Ed.
Merry McCalley	Kern County Office of Education
Kathe Robbs	El Rancho Unified School District
Michael Rossi	Yuba County Office of Education
Tania Schalburg-Dykes	Kern County Office of Education
Caroll Sherill	Bakersfield City Schools
Gib Stuve'	Lake Elsinore Unified School district
Chuck Taylor	Kings County Office of Education
Celia Ullis	Baldwin Park Unified School District
Janie Wardlow	San Diego Unified School District
Nina Winn	Orange County Office of Education

2001-2002 Pre-internship and Internship Grant Awards as Approved by the Executive Director

Pre-Internship Grant Awards

Tables 4 and 5 present the award of grant funds to Pre-internship and Internship Grant Programs as recommended by the Commission Staff and approved the Executive Director. All of the programs that submitted a response to the Request for Proposals were awarded grants. The grant awards issued to the Local Education Agencies for 2001-2002 are summarized in the tables below.

Pre-internship Programs were awarded grants in three categories: new programs; programs that requested expansion of their programs; and programs who requested continuation of their programs.

Table 4
New Pre-Internship Program Grants

Name of Program	# Pre-interns	Districts	Funding
Inglewood USD	40	1	\$80,000
Sonoma COE	25	15	\$50,000
Compton USD	30	1	\$60,000
Lynwood USD	50	1	\$80,000
South Bay USD	45	3	\$90,000
Centinela USD	52	1	\$104,000
Hacienda La Puente USD	160	1	\$320,000
Rowland USD	50	1	\$100,000
Paramount USD	50	1	\$100,000
San Gabriel USD	75	2	\$150,000
Total		27	\$1,134,000

Table 5 shows the 23 continuing programs that were awarded Expansion Grants for 2001-2002. The Expansion Plan for 2001-2002 included \$740,000 in Infrastructure Awards. Awards were granted at the rate of \$20,000 for programs that increased by 25%; \$40,000 for programs that increased by 50%, and \$60,000 for programs that expanded by more than 50%. The Infrastructure Awards will be used to develop new materials for serving pre-interns in single subject areas other than English, math, and science, additional personnel, and additional training required by an expanding program.

The remaining 34 Pre-intern Programs shown in Table 6 were awarded continuation grants to continue serving the same number of pre-interns in 2001-2002 that the program served in 2000-2001. (Yuba COE requested 40 pre-interns for 2000-2001 and decreased their number to 7 for 2001-2002).

The total number of Pre-internship programs is 68. The total number of pre-interns to be served in 2001-2002 is 10,534 across continuing programs, expanding programs, and newly funded programs. The complete list of programs and combined funding for Pre-internship programs is provided in Table 8. This represents a 37% increase over the number of pre-interns funded in 2000-2001. There are 410 participating districts, which is an increase of 80 from the previous year. The pre-internship districts are displayed in Table 9 in the last section of this agenda item.

Table 5
Pre-internship Programs Expansion Grants

Name of Program	# Pre-interns 2000-2001	# Pre-interns 2001-2002	# Expanded
Alum Rock USD	80	150	70
Anaheim USD	30	60	30
Baldwin Park USD	65	80	15
Bakersfield USD	65	90	25
Downey USD	57	80	23
Hawthorne USD	200	400	200
Long Beach USD	200	250	50
Los Angeles COE	200	365	165
Montebello USD	140	210	70
Monterey COE	50	100	50
Oakland USD	250	300	50
Orange COE	200	300	100
Palmdale USD	90	250	160
Pomona USD	60	120	60
Riverside COE	500	850	350
San Diego City S District	50	400	350
San Joaquin COE	230	450	220
San Mateo COE	100	150	50
Santa Clara COE	50	60	10
Santa Cruz COE	100	225	125
Ventura COE	120	190	70
Walnut Valley USD	80	100	20
West Contra Costa USD	100	150	50
Total	3017		

Table 6
Continuing Pre-internship Programs

Name of Program	# Pre-interns 2001-2002
Alameda COE	135
Alameda COE/ Cal State Teach	300
Alhambra USD	45
Alhambra USD/Special ED	25
Alisal USD	30
Antelope Valley UHSD	115

Azusa USD	32
Claremont USD	89
Clovis USD	35
El Rancho USD	150
Fontana USD	185
Fresno USD	105
Glendale USD	30
Imperial COE	150
Kern COE	150
Kings COE	65
Lancaster ESD	41
Los Angeles USD	2,025
Madera USD	20
Merced COE	80
Norwalk La Mirada	80
Oceanside USD	10
Ontario-Montclair USD	65
Pasadena USD	110
Placer COE	30
Sacramento City USD	50
Sacramento COE	60
San Francisco USD	90
Saugus USD	30
Solano COE	40
Stanislaus COE	70
Tehama COE	40
Torrance USD	75
Tulare COE	70
Total	

Internship Grant Awards

43.6 million dollars are available for alternative certification grants in the 2001-2002 fiscal year for funding Pre-internship and Internship programs. In addition to new funding that is available, because this is a program that funds grants on a per capita basis, those projects that are unable to prepare the number of interns that they pledged to prepare are asked to carry over funds. More than \$4 million dollars are available to intern projects in carryover funds, and nearly \$3 million for pre-internship programs.

There are a total of eighty-one teaching internship projects that requested funding for 2001-2002. This is an increase of four projects. [Table 7](#) displays the 81 programs. Concordia University chose not to request continued grant funding. Because of requests from school districts UC Santa Cruz has requested to resume funding. There are twenty-six projects requesting funds to renew their grants. Forty-nine projects are continuing into the second year of the two year grant cycle. The projects have agreed to prepare more than 7,000 interns. This is an increase of more than 1,400 interns above the previous year.

[Table 9](#) in the last section of this agenda item displays the school districts and universities that are partners in the teaching internship grants. The participants that are new this year are listed in bold print. There are 140 new participating districts bringing the total number of participating districts up to 600. Those districts that are participating with more than one project are noted by the number of projects following their name.

There are two new university participants in the teaching internship program; one private and independent university and one additional California State university campus. [Table 11](#) presents the number of intern programs separated by segment; i.e., whether the program is a CSU, UC, private and independent college, and [Table 12](#) presents the district internship programs. [Table 11](#) shows that all but three of the California State Universities are participating in teaching internship programs. Half of the University of California campuses are participants. Approximately one quarter of the private and independent colleges are participants. Eight projects are district internships, and all are continuing programs.

Table 7
Internship Grants for 2001-2002

Program Number	Program Name	Number of Interns Funded 2001/ 2002	Total Funding 2001/2002
701	Fullerton Special Education	60	\$150,000
702	San Francisco Secondary	6	\$15,000
703	Ventura County Multiple Subject	90	\$225,000
704	San Joaquin District Intern (IMPACT)	270	\$675,000
705	CSU Fullerton-Single Subject	50	\$125,000
706	San Jose USD - (MS/SS)	100	\$250,000
707	National University (MS/SS)	25	\$62,500
708	CSU Stanislaus-Merced	61	\$152,500
709	CSU Stanislaus-San Joaquin	95	\$240,000
710	Region I Consortium (Northwestern CA)	80	\$240,000
711	CSU Los Angeles/Montebello	10	\$25,000
712	Santa Clara University	18	\$45,000
713	Pasadena Unified School District	39	\$97,500
714	Compton District Intern	41	\$102,500
715	CSU Northridge-LAUDS (Single Subject)	175	\$437,500
717	San Gabriel Valley Consortium	75	\$187,500
718	San Francisco Elementary	8	\$20,000
719	CSU Chico/Shasta	38	\$95,000
720	San Jose State Elementary	148	\$370,000
721	San Diego Unified Secondary	45	\$112,500
722	Long Beach/ CSUDH	64	\$160,000
723	Alameda COE (TIPAC)	85	\$212,500
725	Oakland USD/JFK University	11	\$27,500
726	San Diego Elementary	32	\$80,000
727	CSU Long Beach	50	\$125,000
728	Sacramento City USD	105	\$262,500
729	CSI Northridge-LAUDS (Elementary)	85	\$212,500
730	Riverside COE-CSU San Bernardino	350	\$875,000

731	Alum Rock Union Elementary	34	\$85,000
732	San Joaquin COE Special Education	79	\$197,500
733	Orange County District Intern	67	\$167,500
734	UC Santa Cruz	27	\$69,000
735	Pacific Oaks College	15	\$37,500
737	Alhambra/CSULA/LAUSD Spec Ed.	80	\$200,000
738	CSULB/Long Beach Spec. Ed.	19	\$47,500
739	CSU Monterey Bay	126	\$315,000
740	Cal State Teach Intern	497	\$1,242,500
741	California Lutheran - Special Education	25	\$62,500
743	SDSU Imperial Valley	70	\$175,000
744	Kings County COE	35	\$87,500

Table 7 (Continued)
Internship Grants for 2001-2002

Program Number	Program Name	Number of Interns Funded 2001/ 2002	Total Funding 2001/2002
745	Santa Clara COE	50	\$125,000
746	Tulare COE	30	\$75,000
747	UCLA Center X	70	\$175,000
748	Whittier College	40	\$100,000
749	San Jose State University-Secondary	25	\$62,500
750	Saugus USD	5	\$12,500
751	Lake Elsinore/I-15	35	\$87,500
752	CSU Chico/Yuba	37	\$92,500
753	Northeastern California Special Ed.	110	\$275,000
754	Project Pipeline	182	\$455,000
755	CSU Fullerton-Multiple Subject	85	\$212,500
757	CSU Fresno	102	\$255,000
758	Imperial County SELPA	14	\$35,000
760	Los Angeles USD-LISTOS	1130	\$2,825,000
761	New Haven MS & SS Partnership	40	\$100,000
762	Oakland/CSU Hayward	118	\$295,000
765	San Bernardino/Riverside MM	50	\$125,000
770	Long Beach A/C District Intern	78	\$195,000
771	CSU Dominguez Hills/Hawthorne USD	455	\$1,137,500
774	Cal Poly Pomona	130	\$325,000
775	San Diego USD - BECA	84	\$210,000
776	Elk Grove USD	25	\$62,500
777	CSU Northridge Spec. Ed.	64	\$160,000
780	Ontario-Montclair	66	\$165,000
781	West Contra Costa USD	80	\$200,000

782	UCLA Extension	74	\$185,000
783	UC Berkeley Extension	58	\$145,000
784	Point Loma Nazarene College	20	\$50,000
785	Kern County Office of Education	218	\$545,000
786	Kern High School/CSU Bakersfield	13	\$32,500
787	Vallejo City Unified School District	30	\$75,000
788	San Diego USD/SDSU - Spec. Ed	26	\$65,000
789	San Diego USD/San Marcos - Spec. Ed.	44	\$110,000
790	San Francisco USD- Special Education	0	\$0
791	Bakersfield City Schools	60	\$150,000
792	Fontana USD/University of Redlands	60	\$150,000
793	Patten College/Oakland USD	26	\$65,000
794	Patten College/Newark USD	5	\$12,500
795	San Mateo County Office of Education	37	\$92,500
796	Oceanside USD	8	\$20,000
797	University of La Verne	18	\$45,000
	Grand Total	7092	\$ 17,729,000

Table 8
Pre-Internship Grants for 2001-2002

Program Number	Program Name	Number of Pre-Interns Funded 2001/2002	Total Funding 2001/2002
PI-008	Alameda COE	135	\$170,000
PI-023	Alameda COE (CSU)	300	\$416,000
PI-001	Alhambra School District	45	\$90,000
PI-056	Alhambra/CSULA Special Education	25	\$30,000
PI-013	Alisal Unified School District	30	\$60,000
PI-004	Oakland USD	350	\$720,000
PI-052	Anaheim Union High School District	60	\$140,000
PI-044	Antelope Valley Unified School District	115	\$178,000
PI-021	Azusa Unified School District	32	\$64,000
PI-057	Bakersfield City Schools	90	\$196,000
PI-002	Alum Rock USD	150	\$360,000
PI-024	Claremont Unified School District	89	\$158,000
PI-011	Los Angeles COE	365	\$770,000
PI-027	El Rancho Unified School District	150	\$180,000
PI-058	Fontana Unified School District	185	\$88,000
PI-046	Fresno Unified School District	105	\$126,000
PI-028	Glendale Unified School District	30	\$46,000
PI-015	Hawthorne School District	400	\$890,000
PI-026	Downey USD	80	\$180,000
PI-049	Kern COE	150	\$34,000
PI-005	Kings COE	70	\$88,000

PI-047	Lancaster Elementary School District	41	\$48,000
PI-010	Long Beach Unified School District	250	\$356,000
PI-012	San Joaquin COE	450	\$960,000
PI-031	Madera Unified SD	20	\$10,000
PI-032	Merced COE	80	\$44,000
PI-017	Monterey COE	100	\$218,000
PI-034	Montebello Unified School District	210	\$440,000
PI-030	Los Angeles USD	2,025	\$3,662,000
PI-050	Northeastern Consortium (CSUC)	40	\$22,000
PI-035	Norwalk-La Mirada School District	80	\$124,000
PI-009	Ontario-Montclair USD	80	\$130,000
PI-059	Oceanside Unified School District	10	\$0
PI-019	Orange COE	300	\$620,000
PI-036	Palmdale School District	250	\$556,000
PI-037	Pasadena Unified School District	110	\$212,000
PI-053	Placer COE	30	\$60,000
PI-038	Pomona Unified School District	120	\$210,000
PI-049	Imperial USD	150	\$174,000
PI-040	Sacramento City Unified School District	50	\$100,000
PI-041	Sacramento COE	60	\$120,000

Table 8 (Continued)
Pre-Intern Grants for 2001-2002

Program Number	Program Name	Number of Pre-Interns Funded 2001/2002	Total Funding 2001/2002
PI-018	San Diego City Schools	400	\$844,000
PI-016	San Francisco Unified School District	90	\$180,000
PI-022	Baldwin Park USD	80	\$160,000
PI-060	San Mateo COE	150	\$220,000
PI-042	Santa Clara COE	60	\$114,000
PI-014	Santa Cruz COE	225	\$510,000
PI-048	Solano COE	40	\$66,000
PI-043	Stanislaus COE	70	\$90,000
PI-051	Torrance USD	75	\$106,000
PI-007	Tulare COE	70	\$82,000
PI-055	Walnut Valley Unified School District	100	\$220,000
PI-003	Ventura COE	190	\$420,000
PI-025	Clovis USD	35	\$27,000
PI-054	Saugus USD	30	\$44,000
PI-045	Yuba COE	7	\$0
PI-075	Inglewood USD	40	\$80,000
PI-076	Sonoma COE	25	\$50,000
PI-077	Compton USD	30	\$60,000

PI-078	Lynwood USD	50	\$80,000
PI-079	South Bay USD	45	\$90,000
PI-080	Centinela USD	52	\$104,000
PI-081	Hacienda La Puente USD	160	\$320,000
PI-082	Rowland USD	50	\$100,000
PI-039	Riverside COE	850	\$1,380,000
PI-083	San Gabriel USD	75	\$150,000
PI-084	Paramount USD	50	\$100,000
PI-006	West Contra Costa COE	150	\$236,000
	Grand Total	10,611	\$18,883,000

Support to Build the Infrastructure of Pre-internship and Internship Programs

One of the goals of the Pre-internship program is to assist districts to reduce their need to hire teachers on Emergency permits. Earlier this year the Commission staff corresponded with the districts that were frequent users of Emergency Permits to determine if there were additional kinds of needed assistance. For those who were already implementing the Pre-internship program, staff wanted to determine how CCTC staff could help them expand. For those who were yet to participate in a Pre-Internship program, staff wanted to make sure that they were familiar with this funding option, and if they were, what types of assistance could be provided. Two different kinds of assistance emerged. Participating programs needed help building the program infrastructure in their district. Both continuing and new programs requested training materials and materials that could be used by support providers. To assist programs with the provision of the five pre-internship program components, the Commission has awarded developmental grants totaling \$50,000 each year to develop the following training modules:

- Modules for experienced teachers who support the pre-intern
- CLAD modules for Pre-interns who are teaching with a CLAD emphasis
- MSAT examination preparation
- Single subject examination preparation in the areas of math, science, and English

In some cases, particularly rural and remote districts, projects wanted to team with other districts to implement a program. Other projects wanted to be paired with directors who had already developed programs. Program directors from the regional network of the requesting district assisted by providing support to these districts.

The infrastructure issues are slightly different for internship programs. One challenge is providing for the smooth transition of pre-interns into the program. Questions such as which requirements would be waived needed to be answered. The internship grant program had not issued planning grants in the same way that the BTSA or pre-intern program had, but for the first time programs began to inquire if there were funds available to help set up the internship partnership. Small grants to help plan will be issued for the first time in this grant cycle.

Networks have proven to be very valuable to the Internship, Pre-internship and BTSA program. Among the activities that have occurred is information sharing around common topics and among role alike groups such as interns, support providers, and principals. Programs have pooled their resources to conduct small research studies. Visitation among projects has occurred frequently. Networks provide the same kind of support that we expect programs to provide their pre-interns and interns. This year pre-internship and internship networks will continue to serve the programs and personnel in their particular kind of program. It is staff's expectation that next year we will consolidate the Internship, Pre-internship and BTSA networks into a single set of Learning to Teach Networks that will serve all beginning teachers in the Learning to Teach Continuum.

Funds available for Internship and Pre-internship networks, program development, planning grants and the proposed internship external evaluation are allotted after it is assured that

individual program and per capita costs for interns and pre-interns are allocated. These infrastructure funds are available because individual programs have had sufficient carry-over of funds to allow these additional funds to be spent for other programmatic needs. Below is a listing of the amounts appropriated to infrastructure costs.

Internship

Networks **\$710,000**

7 District Network @ \$90,000
2 Special Interest (District Intern
and Special Education) @ \$40,000

Development **\$486,000**

81 x \$6,000
These funds will help internship
programs develop capacity to administer the
TPA

Planning Grants **\$ 80,000**

These funds will be made available to
districts and universities to develop
programs and partnerships at
maximum of \$20,000 per grant

External Evaluation **\$900,000**

\$600,00 is proposed for the first
12 months and \$300,00 for the
remaining six months of the contract

Pre-internship

Networks **\$600,000**

6 networks @ \$100,000

Development **\$130,000**

Individual Program Infrastructure **\$740,000**

Proposal to Issue a Contract for External Evaluation of the Internship Program

Since the Alternative Certification Grant Program was founded in 1993, the Commission staff has collected data related to the ability to the program to meet the goals set forth in the establishing legislation. Each year data related to retention of interns in teaching are collected for each year that the program has received a grant. Program sponsors report on their ability to attract individuals into teaching, who might not otherwise become teachers, such as second career professionals. The program has also collected data related to the ability of the program to help districts address their shortages and the frequency with which districts formed meaningful partnerships with other districts and with colleges and universities to develop internship programs.

Each year these demographic data have been collected and presented formally to the Commission. The data has also been made available to the Governor's Office, Legislature, participating districts and universities, and other entities requesting information on how California is meeting its need for teachers. The Staff has also collected descriptive data about the elements and procedures that are used in each program consistent with the intent of the original legislation.

For the past six years funded programs have provided an impressive array of data about the kinds of persons who have become teachers through internships. They have provided information about the best practices in recruitment and selection of interns, the kinds of instructional programs that they have employed, different methods used to support interns and ways to assess the performance and the effectiveness of the program. Each of these activities has been conducted locally. The data from the programs have been collected as part of each program's annual report and aggregated to provide statewide data. Some of the programs have conducted surveys of interns, support providers, and employers of the interns about their perceived needs and satisfaction with the program, and the effectiveness of the interns. Some programs have done analyses of certain aspects of their program such as their assessment procedures and the use of portfolios.

As part of the annual census each program has been required to collect retention data on those who have entered teaching through internship programs. This year (2000-2001) will be the sixth year these data have been collected for the programs that have participated since the inception of the program. One of the reasons that internships have been able to receive statewide support and grow is because of the substantial amount of data that has been collected locally and then aggregated statewide. These data collection activities have proved to be extremely useful, but have been limited in scope to demographic and programmatic information.

Staff believes that it is time to expand the scope of the evaluation of this program and place the evaluation in the hands of an external contractor. The evaluation would be patterned after the external evaluation of the Beginning Teacher Support and Assessment Program authorized by AB 1266, Mazzoni (Chapter 937 of Statutes of 1997). In addition to demographic and programmatic information, the proposed contract would require collection of data about the quality of the program offerings and services, and the satisfaction of various participants in the program.

Staff proposes the issuance of an Alternative Certification Request for Proposals (RFP) that parallels the BTSA External Evaluation RFP. The parallel nature will allow certain comparisons to be made, and will allow this RFP to be based on an already established and validated data set. The scope of the work would be developing and conducting surveys, collecting and analyzing data, and providing research and reports about internship programs. The funds to support this external contract would come from statewide Alternative Certification Funds. Staff has determined that after funding all requests for internship grants to support intern preparation funding is available to support an external contract of this nature.

The external evaluation will have four goals.

- Streamline and expand the data collection process consistent with the recommendations of KPMG Consulting. (In February, 2001, CCTC received KPMG's report that examined the administration and oversight practices of local assistance grant programs. In their report they outlined opportunities to improve accountability and improve the effectiveness and efficiency of data collection from grant programs.)
- To gather data about the overall quality, effectiveness and satisfaction with the internship program by stakeholders
- To assist local programs with data collection
- To determine the degree to which funding is meeting the goals of the legislature

The proposed study will have five major tasks.

Task I Provide a Detailed Methodology

Provide a description of the methodology of how Tasks II through V will be done.

Provide a description of how other Teacher Development programs have done similar studies as outlined in Tasks II through V.

Provide a description of how other states or entities have done similar evaluations of Alternative Teacher Preparation Routes including the methodology used; the scope of the analysis, lessons learned, and challenges encountered by agencies in other states.

Due date: 2 months after award of the contract

Task II Methodology for Determining Performance and Retention Rates of

Internship Programs

- A. Examination of current processes used by existing programs to collect participation and retention data. Analysis will include procedures used, types of data collected, recommendations on the most promising of these procedures and most common constraints encountered. Examination of the use of existing data systems such as STRS, CAS, and CBEDS with the same analysis as above.

Due Date: 4 months after award of the contract

- B. Develop a proposed system to collect a database to determine the performance and competence of interns. Propose ways to aggregate and disaggregate data on overall performance of interns. Propose a way to use TPA (Teacher Performance Assessment) data to analyze the competence of interns and internship programs. The contractor will explore possible ways to use student achievement data such as SAT 9 to identify the competence of interns. Analysis will include procedures used, types of data collected, recommendations on most promising of these procedures and most common constraints encountered.

Date Due: 8 months after award of the contract

Task III Program Expansion

Examine the most promising procedures and constraints for expansion of internships into the following areas:

Identify areas and reasons for geographic areas not currently covered by internship programs

Determine ways to further expand more single subject and special education programs

Identify ways to better accommodate pre-interns, to facilitate transition into internship and other teacher preparation programs

Examine ways to be better connected to other teacher preparation and teacher recruitment programs, such as the Teacher Recruitment Incentive Program, Paraprofessional Teacher Training Program, and BTSA.

Analyze the effect of revision of Emergency Permit Statement of Need

Analyze the effect of Pilot Transition to Teaching Program

Due date: 10 months after award of the contract

Task IV Skill and Knowledge Level of Participants

Design and implement the system created in Task II including participation information (consent forms), retention data, and performance data.

Implement plan to collect data on interns and on how to use the most promising practices to determine performance from Task II.

Conduct a comparative study of second year interns and second year fully credentialed candidates in terms of performance categories found in Task II.

Conduct a study of the attitudes of interns, support providers, summative assessors, district partners, and university partners on the performance of interns.

The system that is developed must be replicable on an annual basis by an independent contractor. To the extent possible these data will be collected on line.

Due Date: 14 months after award of the contract

Task V Impact of Various Components

- A. Conduct an analysis of the strengths and weaknesses of the following components of internships.

Recruitment and Selection Methods

Support Network
Cohort System
Instructional program

Preservice program
Modularized and spiraled curriculum
Use of powerful training systems

Partnership/Collaboration among districts and universities
Effects of economic assistance on interns
Being part of a Learning to Teach Continuum

B. Examination of the purposes of the program provided in statute

Has the program provided a new source of teachers; has the program attracted persons who might not have entered teaching?

Has the program attracted persons who are underrepresented in the teaching workforce (e.g.; ethnicity, second career, males in elementary)?

Has the program helped districts meet their needs for teachers in hard to staff schools?

Has the program developed a system that is an alternative to more conventional teacher preparation that blends theory and practice and offers a system of preparation that allows persons to draw on prior experience and bring that to teaching?

Due Date: 18 months after award of the contract

The Responses to Requests for Proposals will be scored using the following scale, by Commission Staff, Internship programs directors, and persons familiar with this type of research.

<i>Scoring Criteria</i>	<i>Points</i>
Bidder Capability	75
Experience and expertise in similar studies	
Demonstrated Understanding of Internships and Teacher Preparation	
Personnel Commitment and Expertise Including Subcontractors, if any	
Methodology	50
Plan to organize and manage tasks	
Plan to present products and services effectively	
Treatment of Tasks	75
Description how each task will be completed	
Description of the product that will be produced for each task and sub task	
Budget and cost effectiveness	40
Project costs are reasonable in relation to products and competitive in relation to other bidders and projects	
Presentation	10
The proposal is clearly written, to the point, and well organized. Ideas are presented logically and all requested information is presented skillfully without redundancy.	

Table 9
Participating Districts in Pre-intern Program

ABC USD	Central USD	Fall River JUSD
Alameda USD	Ceres USD	Farmersville USD
Alhambra USD	Charter Oak USD	Feather Falls SD
Alisal USD	Chatom USD	Fillmore USD
Alta Loma SD	Chawanakee Joint SD	Firebaugh-Las Deltas SD
Alta Vista SD	Chino Valley SD	Folsom-Cordova USD
Alum Rock UESD	Chowchilla ESD	Fontana USD
Alview-Dairyland SD	Claremont USD	Forestville Union SD
Alvord USD	Clovis USD	Fort Jones ESD
Amador COE	Coachella Valley USD	Fortuna Elementary SD
Anaheim City SD	Coalinga-Huron SD	Franklin-McKinley SD
Anaheim UHSD	Columbine SD	Fremont USD
Antelope Valley USD	Colusa USD	Fresno COE
Antioch SD	Compton USD	Fresno USD
Apple Valley USD	Conejo Valley USD	Fullerton SD
Aromas/San Juan USD	Contra Costa COE	Garden Grove USD
Arvin USD	Corcoran USD	Garvey SD
Atwater ESD	Corning ESD	Gilroy USD
Azusa USD	Corona-Norco SD	Glendale USD
Baker Valley SD	Covina Valley USD	Glendora SD
Bakersfield City Schools	Cutler Orosi JUSD	Golden Feather SD
Baldwin Park USD	Davis JUSD	Gonzales USD
Banning SD	Del Paso Heights SD	Grant JUHSD
Banta ESD	Delano USD	Grant SD
Barstow USD	Delhi USD	Greenfield USD
Basset SD	Delta Island ESD	Grenada ESD
Beardsley SD	Denair USD	Gridley USD
Beaumont USD	Desert Sands USD	Guadalupe Union SD
Bellflower SD	Dinuba USD	Hacienda-La Puente SD
Benicia USD	Dixon USD	Hanford ESD
Berkeley USD	Dos Palos-Oro Loma JUSD	Hanford SD
Berryessa USD	Downey USD	Happy Camp UESD
Big Pine SD	Duarte SD	Hawthorne USD
Big Springs UESD	Durham USD	Hayward USD
Bishop Union SD	Earlmar SD	Heber SD
Bonita USD	East Whittier SD	Hesperia USD
Bonny Doon UESD	Eel River Charter School SD	Hickman SD
Brawley ESD	El Centro SD	Hilmar USD
Brawley UHSD	El Monte City SD	Hollister ESD
Brentwood SD	El Monte UHSD	Holtville USD
Briggs SD	El Nido SD	Hot Springs ESD
Browns SD	El Rancho USD	Howell Mountain School
Buena Park SD	El Segundo SD	Hughson USD
Buena Vista ESD	El Tejon SD	Imperial USD
Burrell Union Elementary SD	Elk Grove SD	Inglewood USD
Burton ESD	Emery USD	Inyo COE
Byron SD	Escalon USD	Jefferson ESD
Calexico USD	Esparto SD	Julian Union SD
California Youth Authority	Eureka City Schools	Junction SD
Calipatria USD	Evergreen SD	Keppel USD
Calistoga JUSD	Exeter USD	Kerman SD
Cascade UESD	Fairfax SD	Kern HSD
Central UHSD	Fairfield-Suisun USD	Kernville USD

Table 9 (continued)

Keyes ESD	Meridian ESD	Paradise ESD
Keyes USD	Millville ESD	Paradise SD
King City JUHSD	Mojave SD	Paramount SD
King City USD	Mojave USD	Pasadena USD
Kings Canyon SD	Mono COE	Paso Robles SD
Kings River-Hardwick SD	Monrovia SD	Patterson JUSD
Kit Carson USD	Montague SD	Patterson USD
Knights Ferry ESD	Montebello SD	Perris Elementary SD
Knightsen SD	Montebello USD	Perris ESD
Lafayette SD	Monterey Peninsula SD	Piedmont SD
Lake Elsinore USD	Monterey Peninsula USD	Pierce JUSD
Lammersville ESD	Moorpark USD	Pioneer UESD
Lancaster ESD	Moreno Valley USD	Pittsburg SD
Las Virgenes USD	Morgan Hill USD	Pixley Union SD
Lassen SD	Mother Lode Union SD	Placentia-Yorba Linda USD
Le Grand ESD	Mountain Union SD	Placer COE
Lemoore UESD	Mountain View SD	Placer UHSD
Lennox SD	Mulberry SD	Plainsberg ESD
Liberty ESD	Mupu SD	Pleasant Grove JUSD

Lincoln USD	Muroc JUSD	Pleasant Valley SD
Linden USD	Murrieta Valley USD	Plumas ESD
Lindsay USD	Napa Valley USD	Plumas USD
Little Lake Elementary SD	Natomas USD	Pomona USD
Live Oak ESD	Nevada JUHSD	Pope Valley USD
Live Oak USD	New Hope ESD	Porterville USD
Livermore Valley SD	New Jerusalem ESD	Ravenswood SD
Livingston SD	Newhall SD	Red Bluff UHSD
Lodi USD	Newman-Crows Lndng USD	Redwood City SD
Lone Pine SD	Newport-Mesa SD	Reef-Sunset USD
Long Beach SD	North Monterey Cnty USD	Rialto USD
Long Beach USD	North Sacramento ESD	Rim of the World DSD
Los Angeles USD	Norwalk-La Mirada USD	Rio SD
Los Banos USD	Nuestro ESD	Ripon USD
Lost Hills Union SD	Oak View ESD	Riverbank USD
Lowell Joint Elementary SD	Oakdale SD	Riverside SD
Lynwood SD	Oakland USD	Roberta Perry USD
Madera USD	Ocean View SD	Robla SD
Magnolia SD	Oceanside USD	Roseland SD
Magnolia USD	Ojai USD	Rosemead SD
Manteca USD	Ontario-Montclair SD	Roseville JUHSD
Maple SD	Orange USD	Round Valley SD
Marcum-Illinois USD	Orland USD	Rowland SD
Martinez SD	Oroville ESD/HSD	Sacramento City USD
Marysville JUSD	Oxnard ESD	Salida USD
Marysville USD	Oxnard UHSD	San Bernardino COE
Mattole SD	Pacheco SD	San Diego City Schools
Maxwell USD	Pacific ESD	San Francisco SD
McCabe USD	Pacific Grove USD	San Francisco USD
McSwain Union SD	Pacific Union SD	San Jacinto USD
Meadows USD	Pajaro Valley USD	San Jose USD
Mendota SD	Palermo USD	San Juan USD
Menifee USD	Palm Springs SD	San Leandro SD
Merced City Elementary SD	Palmdale SD	San Lorenzo VUSD
Merced River ESD	Palo Verde UESD	San Pasqual Valley USD

Table 9 (continued)

San Ramon SD	Soquel UESD	Victor Valley UHSD
Santa Ana USD	South Whittier SD	Visalia SD
Santa Clara SD	St. Helena USD	Vista SD
Santa Cruz City ESD	Stockton USD	Walnut Valley USD
Santa Cruz COE	Sundale UESD	Wasco USD
Santa Paula ESD	Sunnyside UESD	Waterford USD
Santa Paula HSD	Sunnyvale Elementary SD	West Contra Costa USD
Santa Rita USD	Sutter COE	West Covina USD
Saratoga Union SD	Sylvan USD	West Valley HSD
Saugus USD	Tahoe-Truckee (Prosser Creek Charter School)	Westminster SD
Scotts Valley USD	Thermalito USD	Westmorland SD
Seeley USD	Tipton SD	Westmorland USD
Selma SD	Torrance	Westwood SD
Shaffer SD	Tracy USD	Wheatland SD
Sierra Plumas SD	Travis USD	Whittier UHSD
Simi Valley USD	Upland USD	Willits Charter SD
Snowline JUSD	Vacaville USD	Wilsona SD
Solana Beach SD	Vallejo City USD	Winton ESD
Soledad USD	Vallejo USD	Winton SD
Somis USD	Valley Home JSD	Wm. S. Hart UHSD
Sonoma Valley SD	Ventura USD	Woodlake UESD
Sonora UHSD		Woodville UESD
		Yuba City USD

Table 10

Alphabetical List of School Districts and County Offices of Education to Co-Sponsor Teaching Internships in 2001-2002

(Numbers in parentheses indicate how many funded internships the LEA is involved in. Those agencies that have been added in the 2000-2001 funding have an asterisk.)

ABC Unified School District (3)	Benica Unified School District*
Acton-Agua Dulce Unified School District*	Berkeley Unified School District (2)
Adelanto School District (2)	Berryessa Union School District

Alameda County Office of Education(2)	Big Pine Unified School District*
Alameda Unified School District	Big Springs Union Elementary School District
Alexander Valley Union School District*	Biggs Unified School District
Alford School District	Bishop Elementary School District
Alhambra School District (3)	Bonita School District
Alisal Union School District	Bonsall Union School District
Allensworth Unified School District*	Brawley Elementary School District
Alpaugh Unified School District	Brawley Union High School District
Alta Loma School District (3)	Brea-Olinda Unified School District (2)*
Alta Vista Elementary School District	Brentwood Union School District*
Alum Rock Union ESD(2)	Briggs Elementary School District (2)*
Alview-Dairyland ESD(2)	Briggs Unified School District
Alvina School District	Browns Elementary School District
Alvord Unified School District (3)	Buena Park Elementary School District*
Amador County Office of Education*	Buena Vista Elementary School District
Anaheim City School District (3)	Burbank School District
Anaheim School District*	Burlingame Elementary School District
Anaheim Union High School District (3)*	Burnt Ranch School District
Anderson Union High School District*	Burrell Union Elementary School District*
Anderson Valley Unified School District*	Burton Elementary School District
Antelope School District*	Butte County Office of Education (2)
Antelope Valley SELPA	Butte Valley Unified School District
Antelope Valley Union High School District	Butteville Elementary School District
Antioch Unified School District (3)	Byron Union Elementary School District*
Apple Valley Unified School District (2)	Cabrillo Unified School District
Arcadia School District	Calexico Unified School District
Armona Elementary School District	California Charter Academy #262*
Armona Union SD	California Youth Authority(4)
Arvin Union School District	Calipatria Unified School District
Aspire Public School District*	Campbell Union School District
Atwater Elementary School District	Capistrano Unified School District
Avenal Elementary School District*	Cascade Union Elementary School District
Azusa Unified School District (5)	Castaic Union School District
Baker Valley Unified School District	Castro Valley Unified School District
Bakersfield City School District	Cayucos Elementary School District
Baldwin Park Unified School District (3)	Center Unified School District
Ballico-Cressey Elementary School District	Central Elementary SD (2) (Kern)
Bangor Unified School District	Central Elementary SD (San Bernardino)
Banning Unified School District*	Central Unified School District (Fresno)
Banta Elementary School District	Central Union High School District (Imprl)
Barstow Unified School District	Centralia School District (2)
Bass Lake Joint Union ESD	Ceres Unified School District
Bassett Unified School District	Chaffey Joint Union High School District
Bear Valley USD	Channel Islands School District
Beardsley Elementary School District*	Charter Oak Unified School District
Beaumont Unified School District*	Chatom Unified School District
Bellflower Unified School District *(3)	Chico Unified School District

Table 10 (continued)

Chino Valley Unified School District (4)*	El Tejon Unified School District
Chowchilla Elementary School District	Elk Grove Unified School District
Chowchilla UHSD*	Emery Unified School District (2)
Chualar School District	Empire Union School District*
Cinnadar Elementary School District*	Enterprise School District
Claremont Unified School District (2)	Escalon Unified School District(2)
Cloverdale Unified School District	Esparto Unified School District*
Clovis Unified School District	Etiwanda School District
Coachella Valley Joint Unified SD	Etna Union Elementary School District
Coalinga-Huron School District	Etna Union High School District
Coarsegold Union School District	Eureka City School District
Coffee Creek Elementary School District*	Eureka Union School District
Colton Joint Unified School District (2)	Evergreen School District
Columbine Elementary School District*	Exeter Union Elementary School District
Colusa County Office of Education	Fairfield Suisun Unified School District*
Colusa Unified School District	Fall River JUSD*
Compton Unified School District (2)*	Fallbrook Union Elementary School District
Contra Costa County Office of Educ.*	Farmersville Unified School District
Corcoran Unified School District (2)	Fillmore Unified School District
Corning Union Elementary School District	Firebaugh-Las Deltas Unified
Corona-Norco Unified School District (4)	Flournoy Union Elementary School District *
Cotati Rohnert Park Unified School District (2)*	Folsom-Cordova Unified School District
Cottonwood Union School District	Fontana Unified School District (5)*
Covina Valley Unified School District	Forestville Union Elementary School District (2) *

Cucamonga Unified School District (2)
 Cupertino Union School District (2)*
 Cutler-Orosi Unified School District
 Davis Joint Unified School District
 Del Norte Unified School District*
 Del Paso Heights Elementary SD
 Delano Unified School District (2)
 Delhi Unified School District
 Delta Island Union Elementary District
 Delta View Joint Union SD (2)
 Denair Unified School District*
 Desert Center USD
 Desert Sands Unified School District
 Dinuba Public Schools
 Dos Palos-Oro Loma Joint Unified SD
 Douglas City Elementary School District
 Downey Unified School District (2)
 Dry Creek Joint Union SD (2)
 Duarte Unified School District (2)
 Dunsmuir Joint Union High School District
 Earlimart School District
 East Side Union High School District
 East Whittier School District
 Eastside Union School District (LA Cnty)
 Eel River Charter School*
 El Centro School District (2)
 El Monte School District
 El Nido School District*
 El Rancho Unified School District

Forestville Union School District
 Forks of Salmon School District
 Fort Bragg High School District*
 Fort Bragg Unified School District*
 Fort Jones Union Elementary School District*
 Fort Ross Elementary School District *
 Fort Sage Unified School District*
 Fountain Valley School District
 Fowler Unified School District
 Fremont Unified School District (2)
 Fremont Union High School District
 Fresno County Office of Education
 Fresno Unified School District
 Fullerton Joint Union High School District (2)
 Fullerton School District (2)
 Galt Joint Union Elementary School District (3)*
 Garden Grove Unified School District (3)*
 Garvey Unified School District
 Gateway Unified School District
 Gilroy Unified School District
 Glendale Unified School District (2)*
 Glendora Unified School District
 Glenn County Office of Education (2)
 Golden Feather Union School District
 Golden Plains Unified School District
 Gonzales Unified School District
 Grant Elementary School District
 Grant Joint Union High School District (2)
 Gravenstein Union School District*

Table 10 (continued)

Greenfield Unified School District
 Grenada Elementary School District
 Gridley Elementary Union School District
 Gridley Union High School District
 Guadalupe Union Elementary School District *
 Guerneville School District*
 Gustine Unified School District
 Hacienda-La Puente Unified School District (5)*
 Hamilton Union HSD
 Hanford Elementary School District (2)*
 Hanford Joint Union High School (2)*
 Happy Camp Elementary School (2)
 Harmony Union School District*
 Hart Union High School District*
 Hawthorne School District
 Hayward Unified School District (2)
 Healdsburg Unified School District*
 Heber Elementary School District
 Helendale USD
 Hemet Unified School District (2)*
 Hesperia Unified School District (2)*
 Hilmar Unified School District
 Hollister Elementary School District*
 Holt Union Elementary School District
 Holtville Unified School District
 Howell Mountain Elementary School District*
 Hueneme School District
 Hughson Unified School District (2)*
 Humboldt County Office of Education
 Igo, Ono, Platina Union Elementary School District*
 Imperial County Office of Education*
 Imperial Unified School District (2)
 Inglewood Unified School District
 Inyo County Office of Education (Bishop Union)*
 Irvine Unified School District (2)*
 Island Union School District (2)*
 Janesville Union School District (2)
 Jefferson Elementary School District (2)
 Jefferson Union High School District
 John Sweet Unified School District*
 Julian Union Elementary School District*
 Junction School District (Shasta Co.)

La Honda-Pescadero Unified School District
 Lafayette Elementary School District
 Laguna Salada Union SD
 Lake Elementary SD
 Lake Elsinore Unified School District (3)*
 Lake Tahoe Unified School District
 Lakeport Unified School District*
 Lakeside School District (2)*
 Lammersville Elementary School District(2)*
 Lamont School District
 Lancaster Elementary School District (3)
 Las Lomas Elementary School District
 Las Palmas Elementary School District*
 Las Virgenes Unified School District
 Lassen County Office of Education (2)
 Lassen Union High School District
 Laton Unified School District
 Lawndale Elementary School District
 Le Grand Union School District
 Lemoore Union Elementary School District (2)*
 Lewiston Elementary School District
 Liberty School District
 Lincoln Unified School District (2)
 Linden Unified School District (2)
 Lindsay Unified School District
 Linns Valley-Poso Flat Union Elementary SD*
 Little Lake City School District
 Live Oak Unified School District
 Livermore Valley Joint Unified School District*
 Livingston Union School District*
 Lodi Unified School District (3)*
 Lompoc Unified School District*
 Lone Pine Unified School District*
 Long Beach Unified School District (8)*
 Los Altos Elementary School District*
 Los Angeles County Office of Education (2)*
 Los Angeles Unified School District (8)*
 Los Arboles Elementary School District*
 Los Banos Unified School District*
 Los Holmes Unified School District*
 Los Nietos School District (2)*
 Los Padres Elementary School District*

Junction School District (Siskiyou Co.)
 Jurupa Unified School District (3)*
 Kelseyville Unified School District (2)*
 Keppel Union School District (2)
 Kerman Unified School District
 Kern County Superintendent of Schools
 Kern High School District
 Keyes Elementary School District *
 Keys Union Elementary School District*
 King City School District
 Kings Canyon Unified School District
 Kingsburg Elementary Community Charter*
 Knightsen Elementary School District*
 Konoccti Unified School District*
 La Habra City School District(2)

Lost Hills Union Elementary School District*
 Lowell Joint School District (3)*
 Lucerne Valley Unified School District*
 Lynwood Unified School District*
 Madera School District*
 Magnolia Union School District
 Manteca Unified School District (2)
 Manton Joint Union School District (2)
 Manzanita Elementary School District (2)
 Maple School District
 Marcum-Illinois Union School District (2)
 Mariposa County Unified School District
 Martinez Unified School District
 Marysville Unified School District
 Mattole Unified School District*

Table 10 (continued)

Maxwell Unified School District
 McCabe Union School District
 McCloud Union School District
 McFarland Unified School District (2)
 McSwain Union Elementary School District (2)
 Meadows Union School District
 Memiffee Union SD*
 Mendocino Unified School District
 Mendota Unified School District
 Meniffee Union School District
 Menlo Park City School District
 Merced City Elementary School District
 Merced County Office of Education
 Merced River School District
 Meridian Elementary School District
 Mesa Union Elementary School District
 Middleton Unified School District*
 Millbrae Elementary School District
 Milpitas Unified School District (2)
 Modoc County Office of Education (2)
 Mojave Unified School District*
 Monrovia School District
 Monson-Sultana Joint Union District
 Montebello Unified School District (2)
 Monterey County Office of Education
 Monterey Peninsula Unified School District
 Moorpark Unified School District (2)
 Moreland School District
 Moreno Valley Unified School District (3)*
 Moroc Joint Unified School District
 Morongo Unified School District
 Mother Lode Union Elementary School District*
 Mount Baldy Joint SD
 Mountain View High School District
 Mountain View School District
 Mountain View School District (Santa Clara)
 Mt. Diablo Unified School District (2)
 Mt. Shasta Union School District (2)
 Mt. View School District (El Monte)
 Mt. View School District (Ontario) (2)
 Mulberry School District
 Murrieta Valley Unified School District
 Napa Valley Unified School District
 Natomas School District

Needles USD
 Nevada Joint Union High School District (2)
 New Haven Unified School District
 New Hope Elementary School District
 New Jerusalem Elementary School District (2)*
 Newark Unified School District (3)
 Newhall School District
 Newman-Crows Landing Unified School Dist.
 Newport Mesa Unified School District*
 North Monterey Unified School District
 North Sacramento School District
 Norwalk- La Mirada Unified School Dist. (6)*
 Nuestro Elementary SD
 Nuview Union School District
 Oak Grove Union School District(2)*
 Oak Valley Unified School District
 Oak View Union ESD(2)
 Oakdale Joint School District (2)
 Oakland Unified School District (5)
 Oakley Union Elementary School District
 Ocean View School District
 Oceanside Unified School District (2)
 Ojai Unified School District
 Ontario-Montclair School District (3)
 Orange Center School District
 Orange County Office of Education (2)
 Orange Unified School District (3)
 Orland Unified School District (2)
 Oro Grande School District
 Oroville Elementary School District
 Oroville Union High School District (2)
 Oxnard Elementary School District
 Oxnard Union High School District
 Pacheco Union School District
 Pacific Community Center
 Pacific Grove School District
 Pacific Union Elementary School District*
 Pajaro Valley School District
 Palermo Union SD
 Palm Springs Unified School District
 Palmdale School District (2)
 Palo Alto Unified School District
 Palo Verde Unified School District
 Paradise Unified School District (2)

Table 10 (continued)

Paramount Unified School District (2)
 Pasa Robles Joint Unified School District
 Pasadena Unified School District (2)
 Patterson Joint Unified School District (2)
 Perris Elementary School District (2)
 Petaluma City Elementary School District (2)
 Piedmont Unified School District

San Jacinto Unified School District (2)*
 San Joaquin County Office of Education (3)*
 San Jose Unified School District
 San Lorenzo Unified School District
 San Mateo Union High School District
 San Pasqual Valley USD
 San Ramon Valley Unified School District*

Pierce Joint Union SD
 Pioneer Union School District
 Pittsburg Unified School District
 Pixley Union School District
 Placentia-Yorba Linda Unified School District (5)*
 Placer County Office of Education
 Placer Union High School District (2)*
 Planada School District
 Pleasant Grove Joint USD
 Pleasant Valley School District
 Pleasanton Unified School District
 Plumas County Office of Education
 Plumas Elementary School District
 Point Arena Joint Unified School District
 Pomona Unified School District
 Porterville Public Schools
 Potter Valley Community USD
 Raisin City School District
 Ravenswood City School District
 Red Bluff Union High School District
 Redding School District
 Redlands Unified School District (2)
 Redwood City School District
 Reef Sunset Unified School District (2)
 Rialto Unified School District (4)
 Richfield Elementary School
 Richgrove School District
 Richland School District
 Rim of the World USD
 Rio School District
 Ripon Unified School District
 Riverbank Elementary School District
 Riverdale Joint Union ESD
 Riverside County SELPA
 Riverside Unified School District (3)
 Roberts Ferry Union Elementary School District
 Robla School District
 Rocklin Unified School District
 Rohnert Park-Cotati Unified School District*
 Romoland Elementary SD
 Rosedale Union School District
 Roseland School District (2)*
 Rosemead School District
 Roseville City School District
 Roseville Joint High School District*
 Round Valley Unified School District (3)*
 Rowland Unified School District (3)
 Sacramento City Unified School District (2)
 Sacramento County Office of Education
 Saddleback Valley Unified School District (3)*
 Salida Unified School District
 Salinas City School District
 Salinas Union High School District
 San Benito County Office of Education
 San Bernardino City Unified School District
 San Bernardino County Supt. of Schools
 San Bernardino Valley School District*
 San Carlos Elementary School District*
 San Diego City Schools (5)
 San Diego County Office of Education
 San Francisco Unified School District (3)

San Vincennte Elementary School District*
 Sanger Unified School District
 Santa Ana Unified School District (4)*
 Santa Clara Unified School District (2)
 Santa Cruz City School District
 Santa Cruz County Office of Education
 Santa Rita Union Elementary School District*
 Santa Rosa County Office of Education*
 Saratoga Union Elementary School District*
 Saugus Union School District (2)
 Saugus-Newhall School District*
 Sawyers Bar Elementary School District*
 Seeley Union School District
 Selma Unified School District
 Sequoia Union High School District
 Sequoia Union Elementary SD
 Shasta County Office of Education (2)
 Shasta Union High School District
 Sierra Plumas Union High School District*
 Simi Valley Unified School Distirct
 Siskiyou County Office of Education (2)
 Snowline Joint USD
 Sojourn Middle School (Charter School)
 Soledad Unified School District
 Somis Union Elementary District
 Sonoma Valley Unified School District
 Sonora Union High School District*
 South Pasadena School District
 South Whittier School District
 St. Helena Unified School District*
 Stanislaus County Office of Education
 Stockton Unified School District (2)
 Stone Corral School District
 Stoney Creek Joint Unified School District
 Sulphur Springs School District
 Sundale Union Elementary School District
 Sunnyvale Elementary School District*
 Surprise Valley joint Unified School District
 Susanville School District
 Sutter County Office of Education
 Sweetwater Union High School District
 Tehama County Office of Education (2)
 Temecula Valley Unified School District (2)*
 Thermalito Union School District
 Tipton Elementary School District
 Torrence Unified School District
 Tracy Elementary School District
 Trinity County Office of Education (2)
 Trona Joint USD
 Tulare City Schools
 Tulare County Office of Education*
 Tulelake Basin Joint Unified School District
 Turlock School District
 Tustin Unified School District (2)
 Twin Hills Union School District *
 Twin Ridges Elementary SD
 Two Rock Union Elementary School District
 Union Hill Elementary School District
 Upland Unified School District (2)
 Upper Lake Elementary School District
 Upper Lake High School District*

Table 10 (continued)

Vacaville Unified School District
 Val Verde Unified School District (2)
 Val Verde Unified School District (3)
 Vallejo City School District
 Valley Home Joint School District
 Ventura County Superintendent of Schools
 Ventura Unified School District
 Victor Elementary School District
 Visalia Unified School District
 Vista Unified School District

West Covina School District
 West End SELPA
 West Fresno School District
 West Valley High SD
 Western Placer Unified School District (2)*
 Westminster Elementary School District (3)
 Westminster School District(2)
 Westmoreland Union School District
 Westside Elementary School District (2)
 Westwood Unified School District

Walnut Valley Unified School District (2)	Wheatland School District
Wasco Union Elementary School District (2)	Whittier City School District (4)
Wasco Union High School District	Whittier High SD
Washington Colony School District	William S Hart Union HSD (2)
Washington Unified School District	Willits Charter School District
Washington Union School District	Willits Unified School District
Waterford Unified School District(2)	Wilsonia School District (2)
Waukena Joint Union Elementary District	Winton Elementary School District
Weed Union Elementary School District	Wisman School District
West Contra Costa Unified School District	Woodlake Union Elementary School District
	Yucaipa School District

Table 11

**Accredited Colleges and Universities Participating as
Sponsors or Co-Sponsors of Funded Teaching Internship Programs**

Azusa Pacific University	California State University, Stanislaus (2)
California Lutheran University	Chapman University
California State Poly University, Pomona	College of Notre Dame
California State University, Bakersfield (3)	John F. Kennedy University
California State University, Chico (2)	<i>National University</i>
California State University, Dominguez Hills (3)	National Hispanic University
California State University, Hayward (3)	Pacific Oaks University
California State University, Fresno (2)	Patten College (2)
California State University, Fullerton (3)	San Diego State University
California State University, Long Beach (3)	San Francisco State University (4)
California State University, Los Angeles (2)	San Jose State University (3)
California State University, Monterey Bay	Santa Clara University
California State University, Northridge (2)	<i>Sonoma State University</i>
California State University, Sacramento (5)	University of California, Berkeley
California State University, San Bernardino (2)	University of California, Irvine
California State University, San Marcos (3)	University of California, Los Angeles
	University of California, San Diego
	University of California, Santa Cruz
	University of La Verne
	University of Redlands

Table 12

**Local Education Agencies that Sponsor
State-Funded District Internship Programs**

Compton Unified School District
 Long Beach Unified School District
 Los Angeles Unified School District
 Project Pipeline Consortium (21 Districts)
 Ontario-Montclair Elementary School District
 Orange County Office of Education
 San Joaquin County Office of Education Consortium (13 Districts)
 San Diego City School District



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California Commission on Teacher Credentialing

Meeting of:

July 11-12, 2001

Agenda Item Number:

PREP-3

Committee:

Preparation Standards

Title:

The Governor's Proposed Budget for Beginning Teacher Support and Assessment (BTSA) Programs in 2001-2002 and the Statewide Expenditure Plans



Action

Prepared by:

Rod Santiago, Assistant Consultant

The Governor's Proposed Budget for Beginning Teacher Support and Assessment (BTSA) Programs in 2001-2002 and the Statewide Expenditure Plans

Professional Services Division

June 20, 2001

Executive Summary

For the 2001-02 fiscal year, Governor Davis has proposed a state budget which included a \$104.7 million budget for the Beginning Teacher Support and Assessment (BTSA) Statewide System. This report includes the proposed BTSA expenditure plan for the 2001-02 fiscal year that has been developed by the BTSA Interagency Taskforce. The following plan is being submitted to both the Commission and the California Department of Education for approval. Following signing of the 2001-02 State Budget Act, the two state agencies will submit the approved expenditure plan to the Department of Finance for approval. Once the Department of Finance approves the plan the BTSA Interagency Taskforce will allocate the funds as outlined in the plan.

Policy Issue to be Considered

Should the California Commission on Teacher Credentialing and the California Department of Education approve the BTSA expenditure plan for the 2001-02 fiscal year that has been developed by the BTSA Interagency Taskforce?

Fiscal Impact Statement

For the 2001-02 fiscal year, Governor Davis has proposed a state budget which included a \$104.7 million budget for the BTSA Statewide System. The California Department of Education will allocate these funds.

Recommendation

Staff recommends that the Commission approve the proposed budget for BTSA Programs for the 2001-2002 fiscal year.

Section I - Introduction

The purpose of this agenda item is for Commission review and approval of the proposed expenditure plan for BTSA. It is presented in three sections. Section I is the introduction. Section II identifies the new initiatives being proposed for the fiscal year 2001-2002 and provides a statement of costs for beginning teacher services, non-local costs and a BTSA Expenditure Plan for 2001-2002. Section III provides a detailed description of the new initiatives. Section IV provides a brief history of past expenditures and the growth of funding.

Section II - BTSA Expenditure Plan 2001-2002 School Year

Initiatives for 2001-2002 that are being proposed by the BTSA Task Force include the following:

- Increasing the number of local BTSA Programs from 143 to 150;
- Providing for 5 Planning Grants to enable potential programs to develop an Implementation Plan for new programs for 2002-2003;
- Providing for an additional BTSA Cluster including a budget for an additional Cluster Consultant and Professional Development Consultant; and,
- Providing for an Induction Consultant for each Cluster.

For the 2001-2002 fiscal year, Governor Davis has proposed a state budget which includes a \$104.7 million budget for the BTSA Statewide System. The proposed BTSA expenditure plan for the 2001-02 fiscal year that has been developed by the BTSA Interagency Task Force follows. It is being submitted to both the Commission and the California Department of Education for their approval. Following signing of the 2001-02 State Budget Act, the two state agencies will submit the approved expenditure plan to the Department of Finance for their approval, as required by law. Once the Department of Finance approves the plan the BTSA Interagency Task Force will allocate the funds as outlined in the plan.

The costs of the plan are as follows:

Costs for Beginning Teacher Services, Non-Local Costs and Total Budget

BTSA Services Beginning July 1, 2001	
29,616 First and Second year teachers (x 3375)	\$99,954,000
Planning Grants (5 x \$20,000)	\$100,000
Total State BTSA Funds for Local Programs	\$100,054,000
Cluster Consultants (7 x \$189,000)	\$1,323,000
Professional Development Consultants (6 x \$189,000)	\$1,134,000
Induction Consultants (6 x \$189,000)	\$1,134,000
Cluster Meeting Funds (6 x 10,167)	\$61,000
Training Funds (6 x \$135,000)	\$810,000
Formal Program Review Augmentation (40 x \$3100)	\$124,000
Total State BTSA Funds for Non-Local Programs	\$4,586,000
Total Expenditures	\$104,640,000

Section III - Description of New Initiatives

The new initiatives include expanding services to beginning teachers to move closer to the legislated goal of serving all eligible beginning teachers and increasing the regional services to BTSA programs to better serve the expanded number of programs and to assist programs in preparing to assume the responsibilities related to beginning teacher licensure set forth in SB 2042.

Expanded Services to Beginning Teachers

Both the number of teachers served and the number of BTSA programs have increased as the program moves closer to the goal of serving all eligible beginning teachers. In 1999-2000, 132 local BTSA programs served 23,000 beginning teachers. In 2000-2001, 143 local BTSA Programs served 24,500 beginning teachers. In May 2001, previously funded BTSA programs that wished to serve additional new teachers submitted expansion plans that increased the number of new teachers being served in 2000-2001 by over 1,400 beginning teachers. In addition, 7 new local BTSA programs submitted implementation plans and will begin serving new teachers in 2001-2002. These expansion and implementation plans will add over 4,000 new beginning teachers to the statewide total for 2001-2002. Also, there will be an additional number of 1,100 new special education teachers added to the BTSA Special Education Pilot in 2001-2002. The total potential for eligible beginning teachers for 2001-2002 is 29,616.

Eligible beginning teachers are those first-year and second-year teachers in California who have received their preliminary teaching credential. The BTSA Program is not intended for emergency permit holders or Pre-Interns. Currently over 93% of eligible beginning teachers are in districts that are offering BTSA services. Nonetheless, each of the Cluster Consultants, within their regions, will contact all districts that are not currently participating in BTSA to encourage them to do so.

Increased Regional Services to Local BTSA Programs

The legislation authored by former Assembly Member Kerry Mazzone, AB 1266 (Chapter 937, Statutes of 1997), which established BTSA as a system states that: "The superintendent and the commission shall award supplemental grants on a competitive basis to Beginning Teacher Support and Assessment System teacher induction programs established pursuant to Section 44279.2 that are identified as having expertise according to criteria established by the superintendent and the commission. The supplemental grants received pursuant to this section shall be expended to assist clusters of teacher induction programs operated by school districts or consortiums of school districts. "Cluster" means a cluster of school districts or consortium of school districts."

In 2000-2001, there were five BTSA clusters. Each Cluster area included from 26-31 geographically contiguous BTSA programs. Currently, each cluster comprises a team of two full time consultants, a Cluster Consultant and a Professional Development Consultant, and a state liaison Consultant from the Interagency Task Force. This team participates in the state-level leadership meetings and provides local leadership, administrative support and technical services to the BTSA programs in their cluster. In order to provide better service to the increased number of BTSA programs, the Interagency Task Force is proposing the addition of a new cluster. This will bring the statewide total of BTSA clusters to six. If approved this cluster will become operational in the 2001-2002 school year. In addition, the Task Force is proposing to add another Consultant position, an Induction Consultant, to each of the six Clusters.

Staff in each Cluster will work with approximately twenty-five BTSA programs including planning grant recipients, newly funded programs, and previously funded programs. The Consultants work as a team to provide technical support to single district programs, consortium programs and cluster groups and report to the state BTSA Task Force.

Another component of increasing regional services and technical support is the addition of a third professional staff member to each Cluster. This professional staff person will have the title of Induction Consultant. The Induction Consultant will focus on operationalizing the "Learning To Teach Continuum" set forth in SB 2042. The new Induction Consultants will:

- Provide technical assistance, such as workshops, as program directors prepare to meet the new induction standards.
- Develop and expand BTSA collaboration and coordination with local institutions of higher education.

- Develop models of an infrastructure within the school districts to support the development of BTSA as a credential program.
- Assume other duties assigned as necessary to support the cluster.

Section IV: History of BTSA Local Assistance Grant Expenditures

BTSA funds support local programs in providing direct services to beginning teachers, preparing veteran teachers and others to assume the role of support provider, and networking with other BTSA programs to improve the quality of those services. In 1997-98, regional services in the form of Cluster Consultants and Professional Development Consultants were added to help maintain the quality of local services in light of BTSA's rapid expansion and to develop local capacity to implement a new statewide formative assessment system.

The following chart shows the history of state funding for local assistance grants in the BTSA Program since its inception.

Fiscal Year Funds for Local BTSA Grants

1992-93	\$ 4.9 Million
1993-94	5.0 Million
1994-95	5.2 Million
1995-96	5.5 Million
1996-97	7.5 Million
1997-98	17.5 Million
1998-99	66.0 Million
1999-00	72.0 Million
2000-01	87.4 Million
2001-02	104.6 Million

When the budget is signed and BTSA funding is secure, the BTSA Inter-Agency Task Force would like to apply funds as set forth in this report. Staff recommends approval of the above expenditure plan for 2001-2002.



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California Commission on Teacher Credentialing

*Meeting of
July 11-12, 2001*

AGENDA ITEM NUMBER: SS-1

COMMITTEE: Committee of the Whole

TITLE: Analysis of Field Input on Standards of Quality
and Effectiveness for Elementary Subject
Matter, Professional Preparation and
Professional Induction Programs (SB 2042)

 Action

XX Information

Strategic Plan Goal(s):

Goal One:

Promote educational excellence in California schools
Develop candidate and program standards
Develop and administer teacher assessments

Prepared By:

Mary Vixie Sandy, Director
Professional Services Division

Date: _____

Authorized By:

Sam W. Swofford, Ed.D.
Executive Director

Date: _____

Analysis of Field Input on Standards of Quality and Effectiveness for Elementary Subject Matter, Professional Preparation and Professional Induction (SB 2042)

**Professional Services Division
June 22, 2001**

Executive Summary

In January 2001, the Advisory Panel for the Development of Teacher Preparation Standards (SB 2042) completed Draft Standards of Quality and Effectiveness for Professional Preparation Induction Programs and the Elementary Subject Matter Panel completed Draft Standards of Program Quality for Subject Matter Programs for the Multiple Subject Teaching Credential. At that time, the Commission authorized the Executive Director to conduct a comprehensive field review and validity study of these standards and assessment specifications. The field review was conducted between January and June, 2001. This report provides an analysis of the feedback on each set of standards that has been received by the Commission to date, as well as a preliminary overview of implementation options for the Commission's consideration.

Policy Question

What issues must be considered by the SB 2042 Advisory Panel for the Development of Teacher Preparation Standards and the Elementary Subject Matter Panel in order to finalize standards and assessments for Subject Matter and Professional Preparation Programs?

Fiscal Impact Summary

The costs associated with implementing SB 2042 were estimated to be incurred over multiple years, and are included in the agency's base budget.

Analysis of Field Input on Standards of Quality and Effectiveness for Elementary Subject Matter, Professional Preparation and Professional Induction (SB 2042)

**Professional Services Division
June 22, 2001**

Part 1. Background

Late in 1998, the Commission launched an extensive standards and assessment development effort designed to significantly improve the preparation of K-12 teachers. Commission sponsored legislation in 1998 (SB 2042, Alpert/Mazzoni) served as the impetus for this work on standards and assessments, which will be, pursuant to statute, aligned with the state-adopted academic content standards for students as well as the California Standards for the Teaching Profession adopted by the Commission and the Superintendent of Public Instruction. Three sets of draft standards, addressing elementary subject matter preparation, professional preparation and professional induction of teachers, were presented to the Commission in January, 2001. This marked the start of an extensive field review that included 12 public forums, an on-line survey, and multiple meetings with key stakeholder groups over a six month period.

The purpose of this agenda report is to provide an overview and analysis of responses from the field to each of the following sets of standards, which are appended to this report:

- Preliminary Draft Standards of Program Quality and Content Specifications for the Subject Matter Requirement for the Multiple Subject Teaching Credential (Attachment 1);
- Preliminary Draft Standards of Program Quality and Effectiveness and Teaching Performance Expectations for Professional Teacher Preparation Programs (Attachment 2); and
- Preliminary Draft Standards of Program Quality and Effectiveness for Professional Teacher Induction Programs (Attachment 3).

The report includes a description of the field review, and is then organized into three sections that describe (1) each set of standards, (2) the ways in which these standards differ from prior sets of standards, (3) a summary of the field response, and (4) the major issues raised during the field review that need to be resolved prior to finalizing the standards. The report closes with a proposed plan for the adoption and implementation of the standards.

Part 2. Overview of Preliminary Draft Standards

The draft standards that have been developed pursuant to SB 2042 address three distinct phases of teacher preparation, which include undergraduate subject matter preparation, pre-service preparation in foundations and teaching methods, and guided entry into the profession. Each set of draft standards is described below, followed by a summary of the major changes that they represent.

Elementary Subject Matter Standards

The attached *Preliminary Draft Standards of Program Quality and Content Specifications for the Subject Matter Requirement for the Multiple Subject Teaching Credential* (Attachment 1), when adopted by the Commission, will be used to guide the *subject matter* preparation of multiple subjects credential candidates in the future. Typically this subject matter preparation occurs through a candidate's undergraduate coursework. Colleges and universities that intend to offer subject matter preparation to undergraduate students will be required to meet these standards in order to be recognized by the Commission for this purpose. Candidates who do not complete an approved program that meets these standards will have the option of taking and passing a subject matter examination to meet the subject matter requirement. The preliminary draft specifications for the assessment option appear in Appendix A of this document. Currently candidates enroll in Commission-approved Liberal Studies programs or take and pass the Multiple Subjects Assessment for Teachers (MSAT) in order to verify their subject matter competence. New programs and assessments will be developed in response to new standards and specifications as the Commission adopts them.

The preliminary draft standards and content specifications were developed by the Elementary Subject Matter Advisory Panel. This panel consisted of 26 members, including teachers, professors, and curriculum specialists in the seven content areas required by law (mathematics, science, history/social science, English/language arts, visual and performing arts, physical education and human development). The Panel met for a sixteen-month period to study the state-adopted academic content standards for students and state-adopted frameworks, hear presentations from the developers of these standards and frameworks, and meet with panels of liberal studies program coordinators to discuss changes needed in subject matter programs. A complete roster of the Elementary Subject Matter Advisory Panel and staff is included in the draft standards under attachment 1. Table 1, below, provides an overview of the preliminary draft Subject Matter Standards and Content Specifications.

Table 1. Elementary Subject Matter Standards

Categories of Proposed Standards	Purpose of Each Proposed Category
<p>Category I: Substance of the Subject Matter Program Curriculum</p> <p>Standard 1: Program Philosophy and Purpose Standard 2: Required Subjects of Study Standard 3: Depth of Study Standard 4: Integrative Study Standard 5: Effective Curriculum, Teaching & Assessment Standard 6: Assessment of Subject Matter Competence</p>	<p>Purpose</p> <p>The Program Standards in Category I define and describe the subject matter content that program sponsors must teach effectively in order to be accredited, and that candidates must learn to be certificated. In Category I, new policies would (a) ensure that the content of the K-8 curriculum is fully and effectively addressed in subject matter programs, and (b) ensure that the K-8 curriculum is also fully addressed in the subject matter examination (MSAT), both of which are required by state law.</p>
<p>Category II: Qualities of the Subject Matter Program Curriculum</p> <p>Standard 7: Introductory Classroom Experiences (K-8) Standard 8: Diverse Perspectives Standard 9: Technology in the Subject Matter Program</p>	<p>Purpose</p> <p>The purpose of Category II is to ensure that subject matter programs for prospective K-8 teachers enable these candidates to acquire skills and understandings that are essential for their effectiveness in California's schools and classrooms (K-8). Student achievement depends on new teacher competence in this category as well as in Category I.</p>
<p>Category III: Leadership and Implementation of the Subject Matter Program</p> <p>Standard 10: Leadership of the Subject Matter Program Standard 11: Resources for the Subject Matter Program Standard 12: Advising Prospective Multiple-Subject Teachers Standard 13: Program Review and Development</p>	<p>Purpose</p> <p>The purpose of Category III is to establish very strong standards for program qualities that are critical for program success, such as strong leadership, adequate resources, excellent advisement of prospective teachers, and insightful review of local programs. Category III addresses some of the most serious current problems in California's subject matter preparation programs for prospective K-8 teachers.</p>
<p>Appendix A: Content Specifications for the Subject Matter Requirement (MS Credential)</p> <p>Reading, Language and Literature History and Social Sciences Mathematics Science Visual and Performing Arts Physical Education Human Development</p>	<p>Purpose</p> <p>Unlike Categories I-III, which govern the content and quality of university programs, the purpose of Appendix A is to ensure that prospective teachers learn the specific content that their students are required to learn in order to advance from one grade to the next, and to earn high school diplomas. Appendix A will fulfill a key new requirement of law in SB 2042.</p>

Professional Teacher Preparation Standards

The attached *Draft Standards of Program Quality for Professional Teacher Preparation Programs* (Attachment 2), when adopted by the Commission, will be used to guide the *pedagogical* preparation of new teachers. These standards build on the subject matter preparation that all candidates must complete (or demonstrate through assessment), and focus on developing a candidate's (1) teaching ability in relation to the state-adopted content standards for students and state-adopted frameworks; and (2) instructional planning, teaching, and classroom management skills. Colleges, universities and school districts that offer teacher preparation programs will be required to meet these standards, when adopted, in order to prepare teachers in the future. Pursuant to SB 2042 (Alpert/Mazzoni, 1998), teachers will be, in the future, required to pass a Teaching Performance Assessment in order to earn their first teaching credential. The content specifications for this assessment are included in Appendix A in this set of standards. Category E of these standards includes five assessment quality standards that will guide the development of Teaching Performance Assessments for professional preparation programs.

The SB 2042 Panel developed the preliminary draft Professional Teacher Preparation Standards over a two-year period. The Panel is comprised of 27 members, including teachers, professors, administrators, parents, school board members, and representatives of professional organizations. An eight member Assessment Task Force assisted the Panel in the development of the assessment quality standards in Category E. A complete roster of the SB 2042 Advisory Panel, Assessment Task Force and staff are included in the draft standards under Attachment 2. Table 2 provides an overview of the Professional Teacher Preparation Program Standards and TPEs.

Professional Teacher Induction Standards

The attached *Draft Standards of Program Quality for Professional Teacher Induction* (Attachment 3), when adopted by the Commission, will be used to guide all *induction* programs in the future. Pursuant to SB 2042, all teachers will be required, once new standards have been adopted, to complete an induction program, like the highly successful Beginning Teacher Support and Assessment (BTSA) Program, in order to earn their Professional Teaching Credentials. These standards build on the prior subject matter and pedagogical preparation that teachers complete, and focus on refining a beginning teacher's understanding of and ability to teach the state-adopted content standards for students and the new teacher's professional practice. Local education agencies and post-secondary institutions that offer induction programs in the future will be required to meet these standards in order to prepare candidates for the Professional Teaching Credential.

The preliminary draft Professional Teacher Induction Standards were developed by the Induction Program Standards Task Force, under the auspices of the SB 2042 Panel and the Interagency BTSA Task Force, during the last year. The Induction Task Force is comprised of 13 members, including representatives from the BTSA community as well as the SB 2042 Advisory Panel. A complete roster of the SB 2042 Advisory Panel, Induction Program Standards Task Force and staff are included in the draft standards under Attachment 3. Table 3 provides an overview of the preliminary draft Professional Teacher Induction Program Standards.

Table 2. Professional Teacher Preparation Standards

Categories of Proposed Standards	Purpose of Each Proposed Category
<p>Category A: Program Design, Governance and Thematic Qualities</p> <p>Standard 1: Program Design Standard 2: Collaboration in Governing the Program Standard 3: Relationships between Theory and Practice Standard 4: Pedagogical Thought and Reflective Practice Standard 5: Equity, Diversity and Access to the Core Curriculum</p>	<p>Purpose:</p> <p>Category A describes various design elements that must be addressed by sponsors of teacher preparation programs in order to develop and deliver high quality teacher preparation.</p>
<p>Category B: Preparation to Teach Curriculum in California Schools</p> <p>Standard 6: Opportunities to Learn, Practice and Reflect On Teaching in All Subject Areas Standard 7: Preparation to Teach Reading-Language Arts Standard 8: Pedagogical Preparation for Subject Specific Content Instruction Standard 9: Use of Computer Based Technology in the Classroom</p>	<p>Purpose:</p> <p>Category B establishes direct linkages with the state-adopted academic content standards for students, and describes ways in which sponsors of teacher preparation must prepare Multiple and Single Subject Credential candidates to teach to these standards.</p>
<p>Category C: Preparation to Teach Students Enrolled in California Schools</p> <p>Standard 10: Preparation for Learning to Create a Supportive Healthy Environment for Student Learning Standard 11: Preparation to Use Educational Ideas and Research Standard 12: Professional Perspectives Toward Student Learning And the Teaching Profession Standard 13: Preparation to Teach English Learners Standard 14: Preparation to Teach Special Populations</p>	<p>Purpose:</p> <p>Category C addresses major concepts and principles related to how teachers understand, teach, and interact with their students. The standards in this category focus on the environment for student learning, professional dispositions and perspectives toward students, and the development of additional pedagogical skills for teaching English learners.</p>
<p>Category D: Supervised Fieldwork in the Program</p> <p>Standard 15: Structured Sequence of Supervised Fieldwork Standard 16: Selection of Fieldwork Sites and Qualifications Of Field Supervision Standard 17: Candidate Qualifications for Teaching Responsibilities In the Fieldwork Sequence Standard 18: Pedagogical Assignments and Formative Assessments During the Program</p>	<p>Purpose:</p> <p>Category D describes the ways in which field experiences should be structured to provide candidates for Multiple and Single Subject Teaching Credentials with multiple opportunities to practice their teaching skills prior to earning their Credentials.</p>

Table 2. Professional Teacher Preparation Standards, Continued

Categories of Proposed Standards	Purpose of Each Proposed Category
<p>Category E: Summative Performance Assessment in the Program</p> <p>Standard 19: Assessment Designed for Validity and Fairness Standard 20: Assessment Designed for Reliability and Fairness Standard 21: Assessment Administered for Validity , Accuracy And Fairness Standard 22: Assessor Qualifications and Training Standard 23: Assessment Administration, Resources and Reporting</p>	<p>Purpose:</p> <p>Category E focuses on developing and administering valid, reliable, fair and legally defensible Teaching Performance Assessments. These standards will be used to guide the development of the Commission sponsored assessment, as well as locally developed assessments.</p>
<p align="center">Teaching Performance Expectations</p> <p>Making Subject Matter Comprehensible to Students 1. Specific Pedagogical Skills for Subject Matter Instruction (reading/ language arts, math, science history/social science)</p> <p>Assessing Student Learning 2. Monitoring Student Learning During Instruction 3. Interpretation and Use of Assessments</p> <p>Engaging and Supporting Students in Learning 4. Making Content Accessible 5. Student Engagement 6. Developmentally-appropriate Teaching Practices 7. Teaching English Learners 8. Instructional Technologies</p> <p>Planning Instruction and Designing Learning Experiences for Students 9. Learning about Students 10. Instructional Planning</p> <p>Creating and Maintaining Effective Environments for Student Learning 11. Instructional Time 12. Physical Environment 13. Social Environment</p> <p>Developing as a Professional Educator 14. Working with Others to Improve Student Learning 15. Professional, Legal and Ethical Obligations 16. Professional Growth</p>	<p align="center">Purpose</p> <p>The Teaching Performance Expectations (TPEs) represent the knowledge, skills and abilities that can be assessed in a Teaching Performance Assessment. These TPEs will be subject to an extensive validity study in the Spring of 2001, which will contribute to the legal defensibility of the assessment.</p>

Table 3. Professional Teacher Induction Standards

<p>Foundational Standards for All Multiple Subject and Single Subject Professional Teacher Induction Programs</p> <p>Standard 1: Sponsorship, Administration, and Leadership Standard 2: Resources Standard 3: Professional Development Providers Standard 4: Evaluation Standard 5: Articulation from Professional Teacher Preparation Programs Standard 6: Advice and Assistance Standard 7: Collaboration Standard 8: Support Provider Selection and Assignment Standard 9: Support Provider Professional Development</p>	<p>Purpose:</p> <p>Foundational Standards for all Multiple Subject and Single Subject Professional Teacher Induction Programs describe standards that all sponsors of induction programs must address in order to develop and implement high quality programs. These standards direct how to establish sponsorship, allocate resources, design and provide professional development for teachers, collaborate within and across the education community and support participating teachers as they move from preparation programs to induction programs.</p>
<p>Category A: Program Design</p> <p>Standard 10: Program Design Standard 11: Roles and Responsibilities of K-12 Schools Standard 12: Comprehensive Professional Development Based on an Individual Induction Plan Standard 13: Formative Assessment Systems</p>	<p>Purpose:</p> <p>Category A describes key structural design elements that guide induction programs to collaborate with the K-12 education community, provide targeted professional development opportunities for teachers based on individual induction plans, and establish a systematic, performance based, formative assessment process based on the California Standards for the Teaching Profession and the state adopted academic content standards for students.</p>
<p>Category B. Teaching Curriculum in California Schools</p> <p>Standard 14: K-12 state adopted Academic Content and Subject Specific Pedagogy Standard 15: Using Computer Based Technology to Support Student Learning</p>	<p>Purpose:</p> <p>Category B requires induction programs to offer professional development and support based on the K-12 state adopted academic content standards for students in concert with the California Standards for the Teaching Profession. This category also highlights the importance of computer based technology to support student learning.</p>
<p>Category C. Teaching All Students in California Schools</p> <p>Standard 16: Supporting Equity, Diversity and Access to the Core Curriculum Standard 17: Creating a Supportive and Healthy Environment for Student Learning Standard 18: Teaching English Learners Standard 19: Teaching Special Populations</p>	<p>Purpose:</p> <p>Category C addresses major concepts and principles related to how teachers understand, approach and interact with their students on a daily basis. This set of standards focuses on how to differentiate instruction and support for all students, how to establish a healthy environment for learning, how to develop additional pedagogical skills for teaching English learners, and emphasizes professional conduct during the induction program.</p>

Part 3. Field Review of Draft Standards

From January 10, 2001 through May 31, 2001, Professional Services Division staff conducted an extensive field review of the draft standards. This review included public forums, meetings with professional groups, and surveys. For consistency, the research questions asked at the forums and on the surveys were the same as those asked on the validity studies for the Multiple Subjects Examination Specifications and the Teaching Performance Expectations. For each of the three documents, respondents were asked to comment about each draft standard and each category of standards on its importance, completeness and emphasis. Respondents were asked about choice of language, additions and/or deletions, and cost implications, as well as provided the opportunity to provide open ended comments on the document as a whole.

Commission staff used a common process for each of the forums and public meetings, including BTSA Cluster Meetings to assure consistency of feedback. Those attending were shown a brief power point presentation that explained the new credentialing architecture and outlined the key changes in each of the three draft documents.

Attendees were then organized into small groups to focus on one of the three documents. Each group was given a facilitation guide on how to conduct the group process, and provided a response sheet to record the group's thinking on each category of standards within the document they were reviewing. They were also given file cards for recording their "burning questions." Each small group spent about an hour reading the document in pairs, and then discussing them together. Commission staff monitored each small group and assisted by answering questions and encouraging the group to stay focussed and on task.

The final activity at each forum was a question and answer session, during which Commission staff responded to the questions generated on the file cards, as well as oral questions. At the end of the forum, the comment sheets and file cards were collected along with the sign-in sheets. Oral feedback from forum participants indicated that the process worked well, and that people particularly appreciated the dedicated time for close reading of the documents followed by peer dialogue. They also expressed satisfaction with having the opportunity to discuss issues directly with Commission staff during the extensive question and answer period.

Each field forum was conducted in collaboration with a local institutional sponsor. In addition to these field forums, all three documents were reviewed and discussed in January and March, 2001 at each of the five BTSA Director Cluster Meetings. BTSA directors were encouraged to bring colleagues from their districts or county offices to join the field forum process. These meetings reached a wide audience, including the 142 BTSA directors, human resources staff, assistant superintendents and superintendents. Each cluster meeting had approximately 150 participants. All three sets of standards were examined and discussed following the protocols set up for the other field forums. The documents were introduced in January, and the standardized field forum process was used during March, April and May. A summary of the field forums is provided in Table 4 below.

Table 4. Participation in SB 2042 Field Forums by date and location

Date	Location & Co-sponsor	Estimated Number of Participants
January 19, 2001	California State University, Hayward	30
February 14, 2001	National University, San Diego	55
March 9, 2001	California Council on the Education of Teachers, Palo Alto	90
March 14, 2001	Riverside County Office of Education	50
March 19, 2001	San Joaquin County Office of Education	40
March 26, 2001	Contra Costa County Office of Education	25
April 6, 2001	Fresno County Office of Education	50
April 16, 2001	CSU, Dominguez Hills	75
April 20, 2001	CSU Los Angeles	60
April 23, 2001	Sacramento County Office of Education	30
April 24, 2001	CSU Chico	25
May 18, 2001	Loyola Marymount University	30

In addition to these open field forums, staff and panel members also made presentations to groups of education professionals and others interested in education throughout the state. These included:

California State Parent Teachers Association Legislative Group
California State University Deans and Directors of Teacher Education (2)
University of California Deans and Directors of Teacher Education
California Teachers Association (2)
California Association of School Administrators (2)
California Credential Counselors and Analysts
California Council for the Education of Teachers
Curriculum and Instruction Steering Committee (County Offices of Education)
Imperial County Superintendents
CSU Humboldt Faculty

PASSCO
Placer County Superintendents
Directors and Staff of Local BTSA Programs (2)
East Bay/CSU Hayward Educators
Association of California School Administrators (2)

The estimated total of individuals reached through field forums, BTSA meetings and other constituent group meetings is over 900. In addition to these events, the Commission developed and hosted a web-based survey, and sought wide participation in this data-collection process. The results were non-representative of the California population of educators. A total of 214 on-line responses were included and analyzed resulting in 161 responses to the Elementary Subject Matter Standards, 71 responses to the Professional Teacher Preparation Standards, and 46 responses to the Professional Teacher Induction Standards. Characteristics of survey respondents are described in the next sections of this report, in addition to summaries of the responses of to each set of standards.

Validity Studies

In addition to the activities listed above, which were focused on the review of the program standards, the American Institute for Research has been conducting a formal validity study of the subject matter requirements for prospective multiple subject credential candidates and the Teaching Performance Expectations. This validity study will form the basis for the legal defensibility of the future Multiple Subjects Assessment for Teachers (MSAT) and the Teaching Performance Assessment. Results of the validity study will be available in July, 2001, and will be reported to the Commission in September.

Field Response to Preliminary Draft Standards

Elementary Subject Matter Standards

On-line Survey Results

One hundred and sixty-one (161) individuals responded to the on-line survey regarding the elementary subject matter standards. Of the respondents, 65% hold a credential, 24% multiple subject and 20% single subject. Of the credential holders, 66% were trained in California, and the majority are working in public schools. Twenty-two percent of the respondents had worked in education for over 25 years, and 26% had worked for less than five years. Sixty-two percent (62%) have experience working with English learners. Forty-five percent (45%) are K-12 teachers, and 43% are affiliated with a postsecondary institution. Sixty percent (60%) do not currently prepare teachers, while 21% are affiliated with a Commission approved or accredited program. Table 5 identifies for each standard the level of importance cited by each respondent to the survey.

Table 5. Importance of Elementary Subject Matter Standards

Category 1	<i>Very Important</i> %	<i>Important</i> %	<i>Somewhat Important</i> %	<i>Not Important</i> %	<i>Respondents with no answer</i>	<i>Total number of respondents</i>
Standard 1	43%	42%	11%	3%	34	161
Standard 2	62%	29%	6%	1%	30	161
Standard 3	51%	38%	8%	1%	34	161
Standard 4	40%	47%	10%	1%	36	161
Standard 5	65%	26%	6%	1%	32	161
Standard 6	49%	32%	12%	5%	33	161
Category 2						
Standard 7	61%	22%	10%	4%	13	114
Standard 8	49%	37%	9%	2%	13	114
Standard 9	29%	40%	29%	0%	12	114
Category 3						
Standard 10	45%	33%	14%	6%	13	105
Standard 11	65%	28%	5%	1%	13	105
Standard 12	57%	34%	6%	1%	13	105
Standard 13	40%	49%	7%	2%	14	105

Summary

All of the ESM standards were found to be important or very important by at least 69% percent of the survey respondents. The highest ranked standards were

Standard 2: Required Subjects of Study

Standard 5: Effective Curriculum, Teaching and Assessment

Standard 11: Resources for the Subject Matter Program
Standard 12: Advising Prospective Multiple Subject Teachers.

The lowest ranked standards were:

Standard 9: Technology in the Subject Matter Program
Standard 10: Leadership of the Subject Matter Program

It should be noted that the lowest ranked standard, standard 9, was found to be either important or very important by 69% of the survey respondents.

Professional Teacher Preparation Standards

On-line Survey Results. Seventy-one (71) individuals responded to the on-line survey regarding the professional teacher preparation standards. Of the respondents, 62% hold a credential, 24% multiple-subject and 24% single-subject. Of the credential holders, 72% were trained in California, and the majority are working in public schools. Half of the respondents had worked in education for over 25 years, or for less than five years. Sixty-two percent (62%) have experience working with English learners. Forty percent (40%) are K-12 teachers, and 41% are affiliated with a postsecondary institution. Sixty-seven percent (67%) do not currently prepare teachers, while 24% are affiliated with a Commission approved or accredited program. Table 6 identifies for each standard the level of importance cited by each respondent to the survey.

Table 6. Importance of Professional Teacher Preparation Standards

Category A	<i>Very Important %</i>	<i>Important %</i>	<i>Somewhat Important %</i>	<i>Not Important %</i>	<i>Respondents with no answer</i>	<i>Total number of respondents</i>
Standard 1	64%	30%	3%	1%	15	71
Standard 2	38%	43%	12%	5%	16	71
Standard 3	62%	25%	8%	3%	15	71
Standard 4	47%	30%	16%	5%	16	71
Standard 5	61%	25%	12%	0%	17	71
Category B						
Standard 6	69%	23%	7%	0%	5	57
Standard 7	69%	22%	6%	2%	8	57
Standard 8	58%	33%	8%	0%	9	57
Standard 9	36%	26%	34%	2%	8	57
Category C						
Standard 10	70%	23%	5%	0%	2	53
Standard 11	54%	28%	17%	0%	7	53
Standard 12	58%	25%	14%	2%	5	53
Standard 13	51%	38%	10%	0%	6	53
Standard 14	46%	40%	12%	0%	6	53
Category D						
Standard 15	67%	22%	6%	4%	3	52
Standard 16	59%	32%	2%	6%	3	52
Standard 17	56%	26%	8%	8%	6	52
Standard 18	34%	30%	22%	12%	3	52
Category E						
Standard 19	46%	35%	13%	4%	3	48
Standard 20	50%	31%	13%	4%	4	48
Standard 21	44%	31%	20%	4%	3	48
Standard 22	56%	27%	6%	9%	4	48
Standard 23	34%	34%	23%	6%	5	48

Summary. All of the professional teacher preparation standards were found to be important or very important by at least 62% percent of the survey respondents. The highest ranked standards were:

Standard 6: Opportunities to Learn, Practice and Reflect on Teaching in All Subject Areas

Standard 7: Preparation to Teach Reading-Language Arts

Standard 10: Preparation for Learning to create a Supportive, Healthy Environment for Student Learning

Standard 15: Structured Sequence of Supervised Fieldwork

The lowest ranked standards were:

Standard 9: Use of Computer Based Technology in the Classroom

Standard 18: Pedagogical Assignments and Formative Assessments During the Program

Standard 23: Assessment Administration, Resources and Reporting

It should be noted that the lowest ranked standard, standard 9, was found to be either important or very important by 62% of the survey respondents.

Professional Teacher Induction Standards

On-line Survey Results. Forty-six (46) individuals responded to the on-line survey regarding the professional teacher induction standards. Of the respondents, 69% hold a credential, 24% multiple subject and 24% single subject. Of the credential holders, 56% were trained in California, and the majority are working in public schools. Sixty-one percent (61%) have experience working with English learners. Forty-seven percent (47%) are K-12 teachers, and 37% are affiliated with a postsecondary institution. Fifty-five percent (55%) do not currently prepare teachers, while 18% are affiliated with a Commission approved or accredited program. Table 7 identifies for each standard the level of importance cited by each respondent to the survey.

Table 7. Importance of Professional Teacher Induction Standards

Category 0	<i>Very Important</i> %	<i>Important</i> %	<i>Somewhat Important</i> %	<i>Not Important</i> %	<i>Respondents with no answer</i>	<i>Total number of respondents</i>
Standard 1	44%	44%	5%	5%	12	46
Standard 2	69%	21%	6%	3%	13	46
Standard 3	52%	29%	17%	0%	12	46
Standard 4	38%	41%	17%	2%	12	46
Standard 5	50%	38%	11%	0%	12	46
Standard 6	61%	38%	0%	0%	12	46
Standard 7	66%	30%	3%	0%	13	46
Standard 8	52%	41%	2%	2%	12	46
Standard 9	50%	38%	11%	0%	12	46
Category A						
Standard 10	45%	37%	14%	2%	6	41
Standard 11	48%	33%	18%	0%	8	41
Standard 12	52%	32%	8%	5%	7	41
Standard 13	27%	51%	15%	6%	8	41
Category B						
Standard 14	61%	30%	8%	0%	3	39
Standard 15	56%	21%	21%	0%	7	39
Category C						
Standard 16	62%	28%	8%	0%	5	40
Standard 17	81%	13%	5%	0%	2	40
Standard 18	54%	34%	11%	0%	5	40
Standard 19	57%	34%	8%	0%	5	40

Summary

All of the professional teacher induction standards were found to be important or very important by at least 77% percent of the survey respondents. The highest ranked standards were:

Standard 7: Collaboration

Standard 17: Creating a Supportive and Healthy Environment for Student Learning

The lowest ranked standards were:

Standard 4: Evaluation

Standard 13: Formative Assessment Systems

Standard 15: Using Computer Based Technology to Support Student Learning

It should be noted that the lowest ranked standard, standard 15, was found to be either important or very important by 77% of the survey respondents.

Key Changes with the New System

For the first time since the Commission has been engaged in a standards-based approach for credential program approval and accreditation, we have before us standards documents developed simultaneously that address three levels of prospective and beginning teacher preparation. In effect, this means that we now have a deliberately created system in which each preparation level informs and is informed by the others.

Key linkages across levels. The Draft Standards Documents for Elementary Subject Matter Preparation, Professional Teacher Preparation and Professional Teacher Induction include:

- Parallel Organization of Documents
 - Categories of standards and standards order within categories is the same whenever possible.
 - Standards have a common format that includes a standard statement followed by required elements.
 - The standards are more descriptive than earlier sets of standards have been
- Parallel Organization of Content.
 - Focussed preparation to teach the state adopted content standards for students is a consistent theme throughout all sets of standards
 - When similar content is addressed in standards for different levels of preparation, the content maps from the previous level to the next level.

A new architecture that reflects a continuum of learning to teach. Changes in the architecture include:

- Beginning teacher induction as part of the credentialing system. With this change, professional preparation now includes three years of situated learning:
 - 1 year of professional education leading to the preliminary credential
 - 2 years of professional education leading to the professional credential
- The introduction of a Summative Teaching Performance Assessment that must be passed in order to be recommended for a Preliminary Credential.
- Emphasis on multiple routes for each level, including Blended Programs of Subject Matter and Professional Preparation leading to a Preliminary Credential, alternative certification routes leading to a Preliminary Credential, and three options for sponsorship of induction programs by local education agencies and institutions of higher education.

Alignment of Content. Across the levels, the documents address content in a consistent, articulated manner. This includes:

- Program content and examination specifications are linked for subject matter preparation and initial teacher preparation. Examination specifications are now Appendices to the Elementary Subject Matter and Teacher Preparation documents.
- ✓ Alignment with the K-12 academic content standards for students and the California Standards for the Teaching Profession.
- ✓ Stronger emphasis on K-12/IHE collaboration included in standard language in each document.

In addition there are specific features in each draft document that will change current practice in significant ways. The ***Draft Standards for Elementary Subject Matter Preparation*** include a new emphasis on early field experiences, and on resource allocation for coordination of the program. Subject matter preparation content is specified and aligned for both the program and the examination at this level.

Professional Teacher Preparation leading to a Preliminary Credential now becomes the *initial* (as opposed to the *only*) professional phase of learning to teach. In addition to the changes noted above, the Draft Standards contain for the first time an entire category of standards that address the design and administration of a summative performance assessment (Category E). This structured, systematic approach to candidate assessment will replace the far more flexible and ambiguous set of assessment practices that were enabled under the existing standards. The examination specifications (*Teaching Performance Expectations*), are included as an Appendix to the standards. The draft standards focus intensively on guiding candidates toward learning and practicing these TPEs during the program. The summative assessment itself is embedded within the program. Subject specific pedagogy aligned with the K-12 academic content standards for students is carefully and separately delineated for both multiple and single subject candidates, replacing a far more generic approach to teaching methods in the current standards. The new, draft standards also include more comprehensive field experiences, and ask for higher qualifications and better training for district and university field supervisors. In addition they

call for completion of subject matter preparation prior to student teaching. Finally, there is now one set of standards for all requirements including health, mainstreaming, computers, and teaching English learners that is distributed across both initial preparation and induction. Historically, these critical areas of teacher preparation have not been integrated into the basic, standards-based program.

Professional Teacher Induction now becomes the second professional phase of the learning to teach continuum. In the draft standards for Professional Teacher Induction leading to a Professional Credential, program sponsors must define completion of the program for the first time. The new document includes for the first time Foundational Standards which are similar to the Common Standards that govern all other formal educator preparation programs. New responsibilities for program sponsors related to credential program requirements – advice and assistance, qualifications of staff developers, articulation with sponsors of initial preparation programs – are addressed in this category. The induction standards also now include curriculum content that extends and applies knowledge and skills acquired in initial teacher preparation. Curriculum content from initial preparation is extended into this phase and there are new draft standards that call for additional preparation in mainstreaming, teaching English learners, computers, and health. An additional curriculum standard calls for focussed work in one curriculum area to further develop skills and abilities in subject matter pedagogy. These standards continue to address the hallmarks of induction in California – trained support providers, integrated support and formative assessment and individualized professional development through an Individual Induction Plan.

In summary, the three sets of draft standards, which will be augmented by new standards for single-subject matter standards for the preparation of single subject credential candidates next year, reflect a carefully articulated system of learning to teach. This system has been built with the goal of ensuring that future teachers have a solid foundation in the content areas that they will be authorized to teach, a deep understanding of effective pedagogy, and multiple, increasingly complex opportunities to practice their teaching over time as they are prepared and then mentored into the teaching profession.

Staff will present a proposed plan for the adoption and implementation of the standards as an in-folder item during the July Commission meeting. Attached to this agenda report are the following items:

- Attachment 1: Draft Elementary Subject Matter Standards
- Attachment 2: Draft Professional Teacher Preparation Standards
- Attachment 3: Draft Professional Teacher Induction Standards
- Attachment 4: Summary of Comments Received on the Elementary Subject Matter Standards
- Attachment 5: Summary of Comments Received on the Professional Preparation Standards
- Attachment 6: Summary of Comments Received on the Professional Induction Standards
- Attachment 7: Letters Received from Organizations and Individuals in Response to the Draft Standards

DOCUMENT 1

Draft Standards of Program Quality and Effectiveness for the Subject Matter Requirement for the Multiple Subject Teaching Credential

This document has been formatted for
Distribution on the CCTC website.

**A Draft Document Released for Field Review in California by the
California Commission on Teacher Credentialing**

January 4, 2001

**Elementary Subject Matter Advisory Panel
California Commission on Teacher Credentialing
1999-2001**

Panel Members	Positions	Organizations
Marilyn Astore	Assistant Superintendent of Instructional Support Services	Sacramento County Office of Education
Ky Bach	Classroom Teacher	San Diego School District
Barbara Baseggio	Manager of Model Programs and Networks	California Department of Education
Kenneth Beauchamp	Professor of Psychology	University of the Pacific
Gary Best	Associate Director of Teacher Education and K-18 Programs	Office of the Chancellor, California State University
Effie Blubaugh	Classroom Teacher	Victor Elementary School District
Doe Brownfield von Helms	Superintendent/Principal	Rohnerville School District
Robert Cichowski	Professor of Chemistry and Director of Liberal Studies	California Polytechnic State University, San Luis Obispo
David Connors	Associate Professor of Music	California State University, Los Angeles
Kenneth Curtis	Associate Professor of History and Director of Liberal Studies	California State University, Long Beach
Lisa Davies	Classroom Teacher	Jefferson Elementary School District
Lee Hanson	Instructor in Art	San Jose State University
Nancy Hennifer	Elementary Physical Education Teacher	Lodi Unified School District
Chris Hopper	Professor of Physical Education and Director of Liberal Studies	Humboldt State University
Sharon Klein	Associate Professor of Linguistics and English	California State University, Northridge

Elementary Subject Matter Advisory Panel

Panel Members	Positions	Organizations
Kurt Kreith	Professor of Mathematics (Emeritus)	University of California, Davis
Kathlan Latimer	Classroom Teacher	Fairfield-Suisun Unified School District
Susan Mach	Instructor of English Composition	University of California, Los Angeles
Judith Ramirez	Acting Assistant Vice President of Academic Programs	California State University, Fullerton
Gary Shannon	Professor of Mathematics	California State University, Sacramento
Jim Thomas	Coordinator of Visual and Performing Arts	Orange County Department of Education
Gabrielle Thurmond	Classroom Teacher	Emery Unified School District
Jean Torcom	Professor of Government and Director of Liberal Studies	California State University, Sacramento
Cindie Watson	Specialist in Mathematics	Tracy Unified School District
Nancy Cushen White	Clinical Evaluation and Remediation Specialist	University of California, San Francisco
Ruben Zepeda II	Social Studies Teacher	Los Angeles Unified School District
Commission Staff to Support the Panel:		
David Wright	Director	Policy and Programs
Nicole Amador	Consultant	Professional Services
Michael McKibbin	Administrator	Professional Services
Roz Myers	Secretary	Policy and Programs

Draft Standards of Program Quality and Effectiveness for the Subject Matter Requirement for the Multiple Subject Teaching Credential

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Category I

Substance of the Subject Matter Program Curriculum

Standard 1: Program Philosophy and Purpose

The program of subject matter preparation for prospective multiple-subject teachers is academically rigorous and intellectually stimulating. Program design follows from an explicit statement of program philosophy and purpose. The institution assigns high priority to and appropriately supports the program as an essential part of its mission.

Required Elements for Standard 1: Program Philosophy and Purpose

- 1.1 The program is designed to establish strong foundational understanding of subject matter so that extended subject matter learning can continue during the teachers' professional preparation, induction and development.
- 1.2 The program prepares well-educated beginning teachers who understand significant ideas, structures and values in the disciplines that underlie the K-8 curriculum.
- 1.3 The program is designed to prepare prospective multiple-subject teachers to analyze situations; synthesize information from multiple sources; make decisions on rational bases; communicate skillfully; appreciate diverse perspectives; and articulate the ethical, moral and practical implications of important ideas and issues.
- 1.4 Pertaining to the program philosophy and purpose statement, the institution provides evidence of collaboration and consultation in its development, and of dissemination of it to prospective and enrolled students and to local schools, among others.

Standard 2: Required Subjects of Study

In the program, each prospective multiple-subject teacher studies and learns subjects that are required by Education Code Section 51210¹ and incorporated in *California Student Academic Content Standards* and *State Curriculum Frameworks*, focusing on grades K through 8, including the following major subject areas of study: reading, language and literature; history and social science; mathematics; science; visual and performing arts; physical education; health; and human development. The curriculum of the program addresses the *Content Specifications for the Multiple Subject Teaching Credential* as set forth in Appendix A beginning on page 15 of this handbook.

Required Elements for Standard 2: Required Subjects of Study

- 2.1 Required or elective courses in the program include appropriate lower division and upper division studies in each major subject area.
- 2.2 In each major subject area, the program's required and elective coursework fulfills the provisions and elements of Standard 1.
- 2.3 In the program, remedial classes and other studies normally completed in K-12 schools are not counted in satisfaction of the required subjects of study.
- 2.4 The institution that sponsors the program establishes and implements a standard of minimum scholarship in the program by prospective multiple-subject teachers.

¹ See page 15 for the verbatim text of Section 51210.

Standard 3: Depth of Study

The program offers a set of concentrations and/or majors, each of which relates directly to one or more of the major subject areas of study. In the program, each prospective multiple-subject teacher selects and completes a concentration or major consisting of twelve or more semester units (or the equivalent) of courses that are coherently related to each other. In each concentration and major, prospective teachers develop a strong understanding of the conceptual foundations of the subject as well as an understanding of how knowledge is created and organized in the subject. A concentration may include no more than three semester units (or the equivalent) of coursework that is required of all prospective teachers in the program.

Required Elements for Standard 3: Depth of Study

- 3.1 Each concentration and major examines the principal topics and most fundamental ideas in the subject area. The sponsor(s) of each concentration and major describes how it represents a coherent course of study that extends or builds on core studies that all prospective teachers complete in the program.
- 3.2 In each concentration, at least twelve semester units (or the equivalent) examine the content of the subject; if pre-professional studies are part of a concentration, they are in addition to 12 semester units of content studies in the concentration.

<p>Note: The subject matter program may fulfill Standard 3 (Depth of Study) in conjunction with Standard 4 (Integrative Study) by offering one or more integrative concentrations and/or by recognizing one or more cross-disciplinary majors.</p>
--

Standard 4: Integrative Study

In one or more planned components of the program, each prospective multiple-subject teacher systematically examines inter-disciplinary connections among two or more of the major subject areas that are commonly taught in grades K-8 by investigating their common or inter-related concepts, areas of concern, and methods of inquiry. In the integrative study component(s), the program highlights the underlying values and the higher-order research and thinking skills of the connected disciplines.

Required Elements for Standard 4: Integrative Study

- 4.1 In the integrative study component(s) of the program, prospective teachers investigate key ideas that are closely related to the *California Student Academic Content Standards* and *State Curriculum Frameworks* for Grades K-8.
- 4.2 Each integrative study component addresses the *Content Specifications for the Multiple Subject Teaching Credential* as set forth in Appendix A beginning on page 15 of this handbook.
- 4.3 Each integrative study component develops the prospective teacher's understanding of how the conceptual foundations of the subjects are related to each other, how their concerns overlap, and how their practitioners produce new ideas and confirm new knowledge.
- 4.4 Each integrative study component develops the prospective teacher's awareness of fundamental values inherent in the connected disciplines, and includes study and application of their basic concepts, principles and nomenclatures.
- 4.5 In the integrative study component(s) of the program, each prospective teacher examines and uses higher-level skills of thinking and research practice as they occur in each discipline (including, but not limited to, the higher-order skills in Appendix A).

<p>Note: The subject matter program may fulfill Standard 3 (Depth of Study) in conjunction with Standard 4 (Integrative Study) by offering one or more integrative concentrations and/or by recognizing one or more cross-disciplinary majors.</p>
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Standard 5: Effective Curriculum, Teaching and Assessment Practices

In the program, prospective multiple-subject teachers participate in a variety of learning experiences that model effective curriculum practices, instructional strategies and assessment techniques, including those described in the *California State Curriculum Frameworks*. Prospective teachers learn to apply academic concepts and principles to specific situations, common problems, and current issues.

Required Elements for Standard 5: Effective Curriculum, Teaching and Assessment Practices

- 5.1 Some required courses in the program include exemplary teaching practices such as interactive direct instruction, collaborative learning activities, active simulations, and media-enhanced instruction. Program coursework includes innovative out-of-class projects and assignments such as oral histories, active data collection, collaborative fieldwork, and original research studies. In the program, prospective multiple-subject teachers experience performance-based assessment of learning.
- 5.2 In some required courses in the program, prospective teachers extend their understanding of abstract ideas by learning and articulating applications of the ideas to specific situations, common problems, and current issues.
- 5.3 Faculty development programs enable college and university subject matter faculty members (including those who teach in the subject matter program) to explore and use exemplary, innovative practices related to curriculum, instruction and assessment.

Note: The remaining elements of this standard address the curriculum, instruction and assessment practices of the California State Curriculum Frameworks within each subject area for which a Framework has been adopted.

- 5.4 Coursework in reading, language and literature addresses principles of language structure and language use in a variety of ways and includes hands-on experiences with a range of language data including examples of language structure and use. Core coursework provides for learning experiences that include composing, reading and analyzing texts from multiple genres.
- 5.5 Coursework in history and social science draws systematically on physical geography and social science concepts in the analysis and interpretation of history; includes active inquiries into important issues by collaborative groups; and requires each prospective multiple-subject teacher to complete at least one in-depth inquiry or research paper.

Preliminary Draft Standard 5: Effective Educational Practices (Continued)

- 5.6 Coursework in mathematics enables and encourages each prospective multiple-subject teacher to engage mathematical problems in a variety of ways; to explore and question mathematical problems and their characteristics; to develop conjectures related to solving mathematical problems; and to demonstrate why particular answers are correct. In the program, prospective teachers develop a deep understanding of mathematics that enables them to explain mathematical ideas and the reasons why algorithms yield correct results. Program coursework and advising encourage each prospective multiple-subject teacher to examine and address the apprehensions and fears of many people toward mathematics.
- 5.7 Distinct science coursework in college-level earth science, life science and physical science includes laboratory or another tactile (hands-on) learning experiences that engage each prospective teacher in observing, recording, analyzing and interpreting scientific phenomena.
- 5.8 Coursework in visual and performing arts enables prospective multiple-subject teachers to understand the basic skills, techniques and conceptual foundations unique to each selected art form. The program offers distinct coursework in art, dance, music and theater; each course addresses the four components described in California curriculum policy documents. Coursework engages prospective teachers in (a) composing, designing, developing, creating, reflecting on and revising their original works, and (b) observing, analyzing and interpreting past and present works in the visual and performing arts. Coursework investigates the connections and commonalities of the arts disciplines, and examines means for their substantive integration with other subject areas.
- 5.9 Coursework in physical education addresses basic components of movement and physical activity, including principles of locomotion, non-locomotion, object manipulation, and the development of physical and motor fitness. Courses address the disciplines of physical education including motor learning, biomechanics, exercise physiology, human growth and development, psychology, aesthetics, sociology and history. Courses also address relationships between physical education and other subject areas, and connections with health and wellness concepts.
- 5.10 Coursework in health addresses the common causes of and interrelations between morbidity and mortality among children, youth and adults; connections between health and learning; and scientifically-based principles of health promotion and disease prevention.
- 5.11 Coursework in human development addresses the lifespan from conception through adolescence and engages prospective multiple-subject teachers in observing, recording, analyzing and interpreting behavior.

Standard 6: Assessment of Subject Matter Competence

The subject matter program includes a summative assessment of the subject matter competence of each prospective multiple-subject teacher during one or more program capstone experiences. The assessment is consistent with the provisions of Program Standard 1 and its scope incorporates the content of Program Standards 2 and 3, the *Content Specifications* in Appendix A, and courses completed in the program and previously at other institutions.

Required Elements for Standard 6: Assessment of Subject Matter Competence

- 6.1 In fairness to each prospective teacher in the program, the summative assessment is congruent in scope and content with her or his specific studies in the program and at previously-attended institutions.
- 6.2 The assessment includes two or more assessment methods such as performance, portfolio, presentation, research project, field-experience journal, work sample, interview, oral examination, and written examination.
- 6.3 The systematic procedures that govern the summative assessment include a defensible process for evaluating performance, an appeal process, and a procedure for prospective teachers to repeat portions of the assessment as needed.
- 6.4 The sponsoring institution ensures that thorough records are maintained of each prospective teacher's performance in the summative assessment.
- 6.5 A formal assessment of subject matter competence by qualified faculty serves as the primary basis for evaluating coursework completed previously by each prospective multiple-subject teacher who holds a baccalaureate degree but has not completed an accredited program of subject matter preparation at any institution.
- 6.6 The program staff periodically evaluates the quality, fairness and effectiveness of the assessment, including its consistency with the requirements and elements of Program Standard 1.

Category II

Qualities of the Subject Matter Program Curriculum

Standard 7: Introductory Classroom Experiences (K-8)

Each prospective multiple-subject teacher has planned, structured observations and experiences in K-8 classrooms beginning as early as possible in the subject matter program. Each prospective teacher's introductory classroom experiences are appropriate for undergraduate students, linked to program coursework, and characterized by diversity, dialogue and exemplary practice. The sponsoring institution seeks to cooperate with school districts in selecting schools and classrooms for introductory classroom experiences, in making visitation arrangements, and in planning prospective teachers' observations and experiences.

Required Elements for Standard 7: Introductory Classroom Experiences (K-8)

- 7.1 In selected K-8 classrooms, introductory experiences include one or more of the following activities: structured observations, supervised instruction or tutoring of students, and other school-based observations and activities that are appropriate for undergraduate students in a subject matter preparation program.
- 7.2 Each prospective teacher's field observations and experiences are substantively linked to the content of college or university coursework in the program. In one or more subject matter courses, prospective teachers reflect on, analyze and discuss their K-8 observations and experiences in relation to course content.
- 7.3 As much as feasible, the program enables each prospective teacher to fulfill part or all of Standard 7 (Introductory Classroom Experiences) in ways that are closely related to the prospective teacher's concentration or major in the program.
- 7.4 Each prospective teacher's K-8 introductory classroom experiences occur in more than one school setting, at more than one grade level and, to the greatest extent possible, in classrooms that represent California's diverse student population.
- 7.5 Each prospective teacher's K-8 introductory classroom experiences include planned, focused pre-visit conferences and reflective post-visit dialogues with one or more K-8 teachers and one or more college or university faculty members.
- 7.6 Each prospective teacher's experiences include cooperation with at least one carefully-selected certificated classroom teacher. In partnership with one or more school districts, the institution seeks to place each prospective teacher with a certificated classroom teacher who has been identified by the district as one whose work exemplifies the *California Standards for the Teaching Profession*.

Standard 8: Diverse Perspectives

The subject matter program encourages and enables prospective multiple-subject teachers to develop respect for human similarities and differences; awareness of their own perspectives pertaining to human diversity; openness to new perspectives regarding important variations among people; and critical understanding of the nature and forms of human discrimination and ways to overcome them.

Required Elements for Standard 8: Diverse Perspectives

- 8.1 In accordance with the *Non-Discrimination Policy of the State of California* (see Appendix B), human differences and similarities to be examined in the program include but are not limited to those of sex, race, ethnicity, socio-economic status, religion, sexual orientation, and exceptionality. The program may also include study of other human similarities and differences.
- 8.2 In the program, prospective multiple-subject teachers gain knowledge and understanding pertaining to similarities and differences between, contributions of, exchanges between, and the varying perspectives of the populations referenced in the *Non-Discrimination Policy of the State of California* (Appendix B).
- 8.3 To the greatest extent possible, program content related to Standard 8 (Diverse Perspectives) is presented in the seven major subject areas of study in the program.
- 8.4 In conjunction with Standard 7 (Introductory Classroom Experiences) and to the greatest extent possible, prospective multiple-subject teachers have significant experiences with students from a variety of populations in California schools.

Standard 9: Technology in the Subject Matter Program

Study and utilization of current and emerging technologies are integral characteristics of the subject matter program for prospective multiple-subject teachers.

Required Elements for Standard 9: Technology in the Subject Matter Program

- 9.1 The institution provides adequate access to technology resources for prospective multiple-subject teachers in the subject matter program.
- 9.2 In the program, prospective teachers use current and emerging technologies in efforts to increase their subject matter knowledge and understanding. Prospective teachers learn to use technologies for multiple applications including research, analysis, communication and presentation applications. The program selects technologies on the basis of their effective and appropriate uses.
- 9.3 In the program, prospective teachers analyze, compare and evaluate technologies as effective tools of study and learning in the seven major subject areas of study.
- 9.4 In the program, prospective teachers are introduced to ethical and social issues related to technology, including issues of access, equity, privacy, the protection of children, and ownership of intellectual property.

Category III

Leadership and Implementation of the Subject Matter Program

Standard 10: Leadership of the Subject Matter Program

Leadership of the subject matter program is provided by one or more members of the institution's permanent faculty or academic staff. The program leadership's authority, responsibility and accountability encompass the all-university course-of-study in the program. Planning and coordination of the program include active involvement by the schools, colleges and departments that are responsible for the general education, subject matter preparation, and professional preparation of prospective multiple-subject teachers. Program leaders communicate openly and cooperate fully with feeder community colleges and K-8 schools and districts.

Required Elements for Standard 10: Leadership of the Subject Matter Program

- 10.1 Leadership of the subject matter program has the consistent support of the institution's academic leadership and faculty.
- 10.2 Departments responsible for instruction in the major subject areas cooperate with the program's leadership.
- 10.3 Through cooperative leadership and planning, the institution achieves effective articulation among general education, subject matter preparation, and professional preparation programs for prospective multiple-subject teachers.

Standard 11: Resources for the Subject Matter Program

The institution of postsecondary education provides sufficient human, fiscal and physical resources for effective leadership, planning, direction, implementation, coordination and review of the subject matter program for prospective multiple-subject teachers, including resources for advising prospective teachers, arranging their introductory classroom experiences, assessing their subject matter competence, and collaborating with local schools, school districts and community colleges.

Required Elements for Standard 11: Resources for the Subject Matter Program

- 11.1 In conjunction with Standard 4 (Integrative Study), the institution allocates sufficient resources for the collaboration of subject matter faculty in the design and delivery of one or more integrative study components in the program.
- 11.2 In conjunction with Standard 6 (Assessment of Subject Matter Competence), sufficient resources support the design, development and implementation of a comprehensive assessment of subject matter competence by prospective teachers in the program.
- 11.3 In conjunction with Standard 7 (Introductory Classroom Experiences), sufficient resources support planning, conducting and coordinating field observations, experiences and conferences with exemplary K-8 teachers in a variety of K-8 schools.
- 11.4 In conjunction with Standard 10 (Leadership of the Program), sufficient resources support the effective leadership of the subject matter program for prospective multiple-subject teachers.
- 11.5 In conjunction with Standard 12 (Advising Prospective Teachers), the institution allocates sufficient resources for designated members of the faculty and/or staff to advise prospective multiple-subject teachers about program and credential requirements and options, and to determine the acceptability of coursework completed at other institutions by resident students and potential transfer students.

Standard 12: Advising Prospective Multiple-Subject Teachers

The subject matter program includes a system for identifying and advising prospective multiple-subject teachers, which comprehensively and effectively addresses the distinct needs and interests of resident students and transfer students.

Required Elements for Standard 12: Advising Prospective Multiple-Subject Teachers

- 12.1 The sponsoring institution seeks to identify prospective K-8 teachers on the campus, and encourages their group identification, peer support and program completion.
- 12.2 Prospective multiple-subject teachers regularly have access to advise regarding their academic progress, orientation to career prospects in teaching, awareness of alternative paths into teaching, and information about specific qualifications needed for various teaching assignments (e.g., teaching English learners and students with special needs).
- 12.3 The subject matter program facilitates the transfer of prospective teachers among postsecondary institutions, including community colleges, by effective outreach and advising, and through the articulation of courses and requirements. The sponsoring institution works cooperatively with community colleges to ensure that subject matter coursework at feeder campuses is aligned with the *Content Specifications* (Appendix A) and articulated with coursework in the program.
- 12.4 The sponsoring institution establishes clear and reasonable criteria that enable qualified personnel to evaluate coursework and/or fieldwork that prospective and matriculated students have completed previously to determine whether it satisfies the requirements of the subject matter program.

Standard 13: Program Review and Development

The institution implements a comprehensive, ongoing system for periodically reviewing and improving the subject matter program for prospective multiple-subject teachers. Each review addresses the educational goals and purposes of the program, including those reflected in Program Standard 1. In each review, program participants provide information and contribute to decisions. Each review leads to substantive improvements in the subject matter program, as needed.

Required Elements for Standard 13: Program Review and Development

- 13.1 Each periodic review of the program examines its goals, design, curriculum, requirements, technology uses, advising services, assessment procedures and program outcomes for prospective multiple-subject teachers. Each review also examines the quality and effectiveness of collaborative partnerships with K-12 schools and community colleges.
- 13.2 In each review, information is collected about the subject matter program's strengths, weaknesses and needed improvements from participants in the program, who have subsequent opportunities to examine review findings and contribute to program decisions. Participants include faculty members, current students, recent graduates, employers of recent graduates, and appropriate community college and public school personnel, including multiple-subject teachers of Grades K-8.
- 13.3 Program improvements are adopted and implemented after thoughtful consideration of the results of each review, the summative assessments of students in the program, current curriculum policies of California for Grades K-8, and recent developments in the disciplines of knowledge.

Appendix A

Content Specifications for the Subject Matter Requirement for the Multiple Subject Teaching Credential

Content Specifications for the Subject Matter Requirement for the Multiple Subject Teaching Credential are aligned and congruent with the requirements of Education Code Section 51210 and the Student Academic Content Standards (Grades K-8) of the State Board of Education.

Education Code Section 51210. *The adopted course of study for grades 1 to 6, inclusive, shall include instruction, beginning in grade 1 and continuing through grade 6, in the following areas of study:*

- (a) English, including knowledge of, and appreciation for literature and the language, and the skills of speaking, reading, listening, spelling, handwriting, and composition.*
- (b) Mathematics, including concepts, operational skills, and problem solving.*
- (c) Social sciences, drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology and sociology, designed to fit the maturity of the pupils. Instruction shall provide a foundation for understanding the history, resources, development, and government of California and the United States of America; the development of the American economic system, including the role of the entrepreneur and labor; the relations of persons to their human and natural environment; eastern and western cultures and civilizations; contemporary issues; and the wise use of natural resources.*
- (d) Science, including the biological and physical aspects, with emphasis on the processes of experimental inquiry and on the place of humans in ecological systems.*
- (e) Visual and performing arts, including instruction in the subjects of art and music, aimed at development of aesthetic appreciation and the skills of creative expression.*
- (f) Health, including instruction in the principles and practices of individual, family, and community health.*
- (g) Physical education, with emphasis upon the physical activities for the pupils that may be conducive to health and vigor of body and mind, for a total period of time of not less than 200 minutes each 10 schooldays, exclusive of recesses and the lunch period.*
- (h) Other studies as may be prescribed by the governing board.*

Content Specifications in Reading, Language, and Literature

Content Domains for Subject Matter Understanding and Skill in Reading, Language, and Literature

Domain 1: Language and Linguistics

- 1.1 Language Structure and Linguistics.** Candidates for Multiple Subject Teaching Credentials are able to identify and demonstrate an understanding of the fundamental components of human language, including phonology, morphology, syntax, and semantics, as well as the role of pragmatics in using language to communicate. In the context of these components, they reflect on both the potential for differences among languages and the universality of linguistic structures. They can demonstrate knowledge of phonemic awareness (e.g., the processes of rhyming, segmenting, and blending). They apply knowledge of similarities and differences among groups of phonemes (e.g., consonants and vowels) that vary in their placement and manner of articulation. They know the differences between phoneme awareness and phonics. They know the predictable patterns of sound-symbol and symbol-sound relationships in English (the Alphabetic Principle). Candidates identify examples of parts of speech, and their functions, as well as the morphology contributing to their classification. They recognize and use syntactic components (such as phrases and clauses, including verbals) to understand and develop a variety of sentence types (e.g., simple, compound, and complex sentences).
- 1.2 Language Development and Literacy.** Candidates for Multiple Subject Teaching Credentials apply knowledge of the development and acquisition of English literacy, including progression of decoding, word recognition, and spelling, among English speakers and English learners. They understand the role of concepts and contexts in word meanings, the development of vocabulary, and multiple meanings of words, including literal, connotative, denotative, and figurative meanings. They are aware of differences between English and other languages that have greatest implications for English learners. They analyze the impact of the degree of literacy in the primary language upon English language development among English learners. They explain the impact of disabilities on oral and written English language development. They demonstrate a basic understanding of regional, cultural, and historical variations in both oral and written English language structure and use.

- 1.3 Structure and Relationships to Spelling.** Candidates understand morphological and etymological structures (e.g., root words, roots, and affixes), their meanings, and how they combine to form words. They understand inflectional suffixes (e.g., a change in tense, number) and derivational suffixes (e.g., a change in part of speech) and their uses. They understand that English spelling is related to phonology, morphology, and etymology. Candidates know that systems of sound/letter correspondences and systems of root and stem spellings contribute to correct spelling patterns. They recognize the difference between phonetically regular and irregular words. They identify homonyms and can distinguish between homophones (e.g., meet/meat) and homographs (e.g., wind – I wind my watch. / wind – The wind is blowing.). Using all this knowledge, they are able to recognize the stages of spelling development.
- 1.4 Language Development, Reading Development, and Assessments.** Candidates identify and explain the stages of reading development (e.g., pre-phonetic to advanced phonetic, etc.). They identify the connections between listening, speaking, reading, spelling, and writing. They explain the relationship between automaticity with the code of written English and comprehension of texts. They describe the role of prior knowledge and experiences in language acquisition. They explain the relationships between English literacy and a) the structure of English at all levels and b) oral language development. They understand the purpose of entry-level assessment, monitoring of progress, and summative assessment.

Domain 2: Oral and Written Communication

- 2.1 Conventions of Oral and Written Language.** Applying their knowledge of linguistic structure, candidates for Multiple Subject Teaching Credentials identify and use the conventions of what is called Standard English. They recognize, understand, and use a range of conventions in both spoken and written English, including varieties of sentence structure, preferred usage and conventional forms of spelling, capitalization and punctuation in written English.
- 2.2 Writing Strategies.** Candidates explain the stages of the writing process. They understand the purpose and techniques of various prewriting strategies (e.g., outlining, webbing, note-taking). They revise and edit writing, drawing upon a sound understanding of principles of organization, transitions, point-of-view, word-choices, and conventions.
- 2.3 Writing Applications.** Candidates demonstrate their knowledge of principles of composition, such as paragraphing, transitional phrases, appropriate vocabulary, and context. They compose and/or analyze writing according to conventions in different genres, including narrative, interpretive, descriptive, persuasive and expository writing, as well as summaries, letters, and research reports. They understand and are able to use bibliographic citations in a standard format.

- 2.4 Oral Communications.** Candidates demonstrate knowledge of speaking genres and their characteristics including narrative, persuasive, research presentations, poetry recitations, and oral responses to literature. They apply understandings of language development stages from pre-production to intermediate fluency. They analyze speech in terms of presentation components (e.g., volume, pace), pronunciation fluency, and identify the integration of nonverbal components (e.g., gesture) with verbal elements (e.g., volume). They demonstrate an understanding of the organization of oral presentations. They evaluate oral speech for the credibility of the speaker. They explain the impact of images, text, and sound from electronic media. They demonstrate knowledge of dialects, idiolects, and changes in oral standard English usage.
- 2.5 Research Strategies.** Candidates use a variety of research sources, both print and electronic. They interpret such research, putting to use their findings and interpretations to construct their own reports and narratives. Candidates also understand the importance of citing research sources, using recognizable and accepted conventions for doing so.

Domain 3: Literature

- 3.1 Literary Concepts and Conventions.** Candidates for Multiple Subject Teaching Credentials analyze narrative and expository texts for both structural features and literary elements. They identify and analyze evidence of an author's or narrator's perspective in both fiction and non-fiction. They examine the connections among organizational structures, the writer's view point, and the purposes for reading. They identify and evaluate devices such as rhyme, metaphor, and alliteration, for example, in prose and poetry. They identify themes derived from cultural patterns and symbols found in rituals, mythologies, and traditions.
- 3.2 Literary Genre.** Candidates analyze texts in different literary genres according to their structure, organization, and purpose. They demonstrate understanding of structural features and their applications in various types of expository and narrative materials, including popular media such as magazines and newspapers. They understand and evaluate the use of elements of persuasive argument in print, speech, videos, and other media.
- 3.3 Interpretation of Literary Texts.** Candidates analyze both implicit and explicit themes and interpret both literal and figurative meanings in texts, using textual support for inferences, conclusions, and generalizations they draw from any work. They evaluate the structure, purpose, and potential uses of visual text features, such as graphics, illustrations, and maps. They recognize and analyze instances of bias and stereotyping in a text.

**Glossary of Specialized Terms:
Content Specifications in Reading, Language and Literature**

Specialized Terms	Definitions of Specialized Terms
Derivational morpheme	Meaningful unit combined with roots or stems to form new words with new meanings, with the potential to change the part of speech (e.g., <i>-ish</i> added to the noun <i>boy</i> results in an adjective <i>boyish</i>).
Pragmatics	The system of principles and assumptions for using language and related gestures communicatively in social contexts; also, the study of language use for the discovery of this rule system.
Affix	A bound morpheme attached before (prefix), after (suffix), in (infix), around (circumfix), or above (suprafix) a root or base word to modify its meaning or linguistic function; includes prefixes and suffixes.
Denotative meaning	Dictionary meaning; what a word refers to.
Idiolect	The linguistic system (language forms, structures, and styles) used by an individual; distinguished from the term <i>dialect</i> , which refers to linguistic systems characteristic of communities.
Morphology	The study of meaningful units of language and how they contribute to the forms and structure of words; distinct from <i>etymology</i> , which is the study of the historical and cultural origins of words.
Phoneme awareness	The conscious awareness that words are made up of segments of our own speech that are represented with letters in an alphabetic orthography; also called <i>phonemic awareness</i> .
Phonics	The study of the relationships between letters and the sounds they represent; also used to describe reading instruction that teaches sound-symbol correspondences, such as “the phonics approach.”
Phonology	The rule system within a language by which phonemes are sequenced and uttered to make words; also, the study of this rule system.

Content Specifications in History and Social Science

Part I: Content Domains for Subject Matter Understanding and Skill in History and Social Science

Domain 1: World History

- 1.1 Ancient Civilizations.** Candidates for Multiple Subject Teaching Credentials trace the impact of physical geography on the development of Western and non-Western ancient civilizations (i.e., Mesopotamian, Egyptian, Kush, Hebrew, Greek, Indian, Chinese, and Roman civilizations). They identify the intellectual and scientific contributions, artistic forms, and traditions (including the religious beliefs) of these civilizations. They recognize patterns of invasion, expansions of empires, and trade and commerce that influenced these civilizations.
- 1.2 Medieval and Early Modern Times.** Candidates for Multiple Subject Teaching Credentials describe the influence of physical geography on the development of medieval and early modern civilizations (i.e., Chinese, Japanese, African, Arabian, Mesoamerican, Andean Highland, and European civilizations). They trace the decline of the Western Roman Empire and the development of feudalism as a social and economic system in Europe and Japan. They identify the art, architecture, and science of Pre-Columbian America. They identify the art, literature, science, and international trade of Renaissance Europe. Candidates describe the role of Christianity in medieval and early modern Europe, its expansion beyond Europe, and the role of Islam and its impact on Arabia, Africa, Europe and Asia. They trace the development of the Scientific Revolution in Europe and its effects on Asia, Africa and the New World. They define the development of modern capitalism in seventeenth century Europe and its global consequences. They describe the evolution of the idea of representative democracy from the Magna Carta through the Enlightenment.

Domain 2: United States History

- 2.1 Early Exploration, Colonial Era, and the War for Independence.** Candidates for Multiple Subject Teaching Credentials identify and describe European exploration and settlement, and the struggle for control of North America during the Colonial Era, including cooperation and conflict among Native Americans and new settlers. They identify the founders and discuss their religious, economic and political reasons for colonization of North America. They describe English, Dutch, French and Spanish colonial rule; their effects on economic and governmental structures; and their relationships with Native American societies. Candidates describe the development and institutionalization of African slavery in the western hemisphere and its consequences in Sub-Saharan Africa. They describe the causes of the War for Independence, elements of political and military leadership (including major battles), the impact of the war on Americans, the role of France, and the key ideas embodied within the Declaration of Independence.
- 2.2 The Development of the Constitution and the Early Republic.** Candidates describe the political system of the United States and the ways that citizens participate in it through executive, legislative and judicial processes. They define the Articles of Confederation and the factors leading to the development of the U.S. Constitution, including the Bill of Rights. They explain the major principles of government and political philosophy contained within the Constitution, especially separation of powers and federalism. Candidates trace the evolution of political parties, describe their differing visions for the country, and analyze their impact on economic development policies, including a national transportation system of roads, improved waterways, canals, and railroads. They identify historical, cultural, economic and geographic factors that led to the formation of distinct regional identities. They describe the westward movement, expansion of U.S. borders, and government policies toward Native Americans and foreign nations during the Early Republic. They identify the roles of blacks (both slave and free), Native Americans, the Irish and other immigrants, women and children in the political, cultural and economic life of the new country.
- 2.3 Civil War and Reconstruction.** Candidates recognize the origin and the evolution of the anti-slavery movement, including the roles of free blacks and women, and the response of those who defended slavery. They describe evidence for the economic, social and political causes of the Civil War, including the constitutional debates over the doctrine of nullification and secession. They identify the military strategies and major battles of the Civil War and the comparative strengths and weaknesses of the Union and the Confederacy, including the leadership of Lincoln and Davis. They describe the character of Reconstruction, factors leading to its abandonment, and the rise of Jim Crow practices.
- 2.4 The Rise of Industrial America.** Candidates recognize the pattern of urban growth in the United States, the impact of successive waves of immigration in the nineteenth century, and the response of renewed nativism. They list the impact of major inventions on the Industrial Revolution and the quality of life.

Domain 3: California History

- 3.1 The Pre-Columbian Period through the Gold Rush.** Candidates for Multiple Subject Teaching Credentials identify the impact of California's physical geography on its history. They describe the geography, economic activities, folklore and religion of California's Native American peoples, as well as their impact on the environment. They discuss the impact of Spanish exploration and colonization, including the mission system and its influence on the development of the agricultural economy of early California. They describe Mexican rule in California. They state the causes of Mexico's war with the United States and its consequences for California. They describe the discovery of gold and its cultural, social, political and economic effects in California, including its impact on Native Americans and Mexican nationals.
- 3.2 Economic, Political, and Cultural Development Since the 1850's.** Candidates identify key principles of the California Constitution, including the Progressive-era reforms of initiative, referendum and recall, and they recognize similarities and differences between it and the U. S. Constitution. They identify patterns of immigration to California, including the Dust Bowl migration, and discuss their impact on the cultural, economic, social and political development of the state. They identify the effects of federal and state law on the legal status of immigrants. They describe historical and contemporary perspectives on cultural diversity in the United States and in California. Candidates understand the development and identify the locations of California's major economic activities (including the effects of the Great Depression): mining, large-scale agriculture, entertainment, recreation, aerospace, electronics and international trade. They identify factors leading to the development of California's water delivery system, and describe its relationship to California geography.

Part II: Subject Matter Skills and Abilities

Applicable to the Content Domains in History and Social Science

Candidates for Multiple Subject Teaching Credentials utilize chronological and spatial thinking. They construct and interpret timelines, tables, graphs, maps and charts. They locate places based on ordinal directions, latitude and longitude, the equator, prime meridian, the tropics, the hemispheres, time zones and the international dateline. They identify and interpret major geographical features of the earth's surface including continents and other large landmasses, mountain ranges, forested areas, grasslands, deserts and major bodies of water and rivers. They describe the cultural, historical, economic and political characteristics of world regions, including human features of the regions such as population, land use patterns and settlement patterns.

Candidates for Multiple Subject Teaching Credentials analyze, interpret and evaluate research evidence in history and the social sciences. They interpret primary and secondary sources, including written documents, narratives, photographs, art and artifacts revealed through archeology. In relation to confirmed research evidence they assess textbooks and contrast differing points of view on historic and current events.

In the interpretation of historical and current events, candidates identify, explain and discuss multiple causes and effects. They recognize the differing ramifications of historical and current events for people of varying ethnic, racial, socio-economic, cultural and gender backgrounds.

Candidates draw on and apply concepts from history and other social studies including political science and government, geography, economics, anthropology, and sociology. They explain concepts related to human, government and political institutions, including power and authority, monarchy, totalitarianism, republicanism, democracy, limited government and the roles and responsibilities of citizenship. They draw on and apply basic economic concepts including supply and demand, scarcity and abundance, production and consumption of goods and services, division of labor, human capital and economic growth. They discuss basic concepts of sociology related to individuals, interpersonal relationships and institutions, including family and community; and concepts related to social structure, including occupation, socio-economic class, ethnicity and gender. Candidates explain major concepts of philosophy (including concepts of religion and other belief systems) and their impact on history and society. They explain basic concepts of demography including factors associated with human migration. They discuss basic concepts of anthropology including the nature and content of culture, and they understand the historical and cultural development of human society, including hunting and gathering, nomadic pastoralism, domestication of plants and animals, and the creation and evolution of human settlements and cities.

Content Specifications in Mathematics

Part I: Content Domains for Subject Matter Understanding and Skill in Mathematics

Domain 1: Number Sense

- 1.1 Numbers, Relationships Among Numbers, and Number Systems.** Candidates for Multiple Subject Teaching Credentials understand base ten place value, number theory concepts (e.g., greatest common factor), and the structure of the whole, integer, rational, and real number systems. They order integers, mixed numbers, rational numbers (including fractions, decimals, and percents) and real numbers. They represent numbers in exponential and scientific notation. They describe the relationships between the algorithms for addition, subtraction, multiplication, and division. They understand properties of number systems and their relationship to the algorithms, [e.g., 1 is the multiplicative identity; $27 + 34 = 2 \times 10 + 7 + 3 \times 10 + 4 = (2 + 3) \times 10 + (7 + 4)$]. Candidates perform operations with positive, negative, and fractional exponents, as they apply to whole numbers and fractions.
- 1.2 Computational Tools, Procedures, and Strategies.** Candidates demonstrate fluency in standard algorithms for computation and evaluate the correctness of nonstandard algorithms. They demonstrate an understanding of the order of operations. They round numbers, estimate the results of calculations, and place numbers accurately on a number line. They demonstrate the ability to use technology, such as calculators or software, for complex calculations.

Domain 2: Algebra and Functions

- 2.1 Patterns and Functional Relationships.** Candidates represent patterns, including relations and functions, through tables, graphs, verbal rules, or symbolic rules. They use proportional reasoning such as ratios, equivalent fractions, and similar triangles, to solve numerical, algebraic, and geometric problems.
- 2.2 Linear and Quadratic Equations and Inequalities.** Candidates are able to find equivalent expressions for equalities and inequalities, explain the meaning of symbolic expressions (e.g., relating an expression to a situation and vice versa), find the solutions, and represent them on graphs. They recognize and create equivalent algebraic expressions [e.g., $2(a+3) = 2a + 6$], and represent geometric problems algebraically (e.g., the area of a triangle). Candidates have a basic understanding of linear equations and their properties (e.g., slope, perpendicularity); the multiplication, division, and factoring of polynomials; and graphing and solving quadratic equations through factoring and completing the square. They interpret graphs of linear and quadratic equations and inequalities, including solutions to systems of equations.

Domain 3: Measurement and Geometry

- 3.1 Two- and Three-dimensional Geometric Objects.** Candidates for Multiple Subject Teaching Credentials understand characteristics of common two- and three-dimensional figures, such as triangles (e.g., isosceles and right triangles), quadrilaterals, and spheres. They are able to draw conclusions based on the congruence, similarity, or lack thereof, of two figures. They identify different forms of symmetry, translations, rotations, and reflections. They understand the Pythagorean theorem and its converse. They are able to work with properties of parallel lines.
- 3.2 Representational Systems, Including Concrete Models, Drawings, and Coordinate Geometry.** Candidates use concrete representations, such as manipulatives, drawings, and coordinate geometry to represent geometric objects. They construct basic geometric figures using a compass and straightedge, and represent three-dimensional objects through two-dimensional drawings. They combine and dissect two- and three-dimensional figures into familiar shapes, such as dissecting a parallelogram and rearranging the pieces to form a rectangle of equal area.
- 3.3 Techniques, Tools, and Formulas for Determining Measurements.** Candidates estimate and measure time, length, angles, perimeter, area, surface area, volume, weight/mass, and temperature through appropriate units and scales. They identify relationships between different measures within the metric or customary systems of measurements and estimate an equivalent measurement across the two systems. They calculate perimeters and areas of two-dimensional objects and surface areas and volumes of three-dimensional objects. They relate proportional reasoning to the construction of scale drawings or models. They use measures such as miles per hour to analyze and solve problems.

Domain 4: Statistics, Data Analysis, and Probability

- 4.1 Collection, Organization, and Representation of Data.** Candidates represent a collection of data through graphs, tables, or charts. They understand the mean, median, mode, and range of a collection of data. They have a basic understanding of the design of surveys, such as the role of a random sample.
- 4.2 Inferences, Predictions, and Arguments Based on Data.** Candidates interpret a graph, table, or chart representing a data set. They draw conclusions about a population from a random sample, and identify potential sources and effects of bias.
- 4.3 Basic Notions of Chance and Probability.** Candidates can define the concept of probability in terms of a sample space of equally likely outcomes. They use their understanding of complementary, mutually exclusive, dependent, and independent events to calculate probabilities of simple events. They can express probabilities in a variety of ways, including ratios, proportions, decimals, and percents.

Part II: Subject Matter Skills and Abilities Applicable to the Content Domains in Mathematics

Candidates for Multiple Subject Teaching Credentials identify and prioritize relevant and missing information in mathematical problems. They analyze complex problems to identify similar simple problems that might suggest solution strategies. They represent a problem in alternate ways, such as words, symbols, concrete models, and diagrams, to gain greater insight. They consider examples and patterns as means to formulating a conjecture.

Candidates apply logical reasoning and techniques from arithmetic, algebra, geometry, and probability/statistics to solve mathematical problems. They analyze problems to identify alternative solution strategies. They evaluate the truth of mathematical statements (i.e., whether a given statement is always, sometimes, or never true). They apply different solution strategies (e.g., estimation) to check the reasonableness of a solution. They demonstrate that a solution is correct.

Candidates explain their mathematical reasoning through a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and concrete models. They use appropriate mathematical notation with clear and accurate language. They explain how to derive a result based on previously developed ideas, and explain how a result is related to other ideas.

Content Specifications in Science

Content Domains for Subject Matter Understanding and Skill in Science

Domain 1: Physical Science

1.1 Structure and Properties of Matter. Candidates for Multiple Subject Teaching Credentials understand the physical properties of solids, liquids, and gases, such as color, mass, density, hardness, and electrical and thermal conductivity. They know that matter can undergo physical changes (e.g., changes in state such as the evaporation and freezing of water) and chemical changes (i.e., atoms in reactants rearrange to form products with new physical and chemical properties). They know that matter consists of atoms and molecules in various arrangements, and can give the location and motions of the parts of an atom (protons, neutrons, and electrons). They can describe the constituents of molecules and compounds, naming common elements (e.g., hydrogen, oxygen, and iron), and explain how elements are organized on the Periodic Table on the basis of their atomic and chemical properties. They can describe characteristics of solutions (such as acidic, basic, and neutral solutions) and they know examples with different pH levels such as soft drinks, liquid detergents, and water. They know that mixtures may often be separated based on physical or chemical properties.

1.2 Principles of Motion and Energy. Candidates describe an object's motion based on position, displacement, speed, velocity, and acceleration. They know that forces (pushes and pulls), such as gravity, magnetism, and friction act on objects and may change their motion if these forces are not in balance. They know that "like" electrical charges or magnetic poles produce repulsive forces and "unlike" charges or poles produce attractive forces. They describe simple machines in which small forces are exerted over long distances to accomplish difficult tasks (e.g., using levers or pulleys to move or lift heavy objects). Candidates identify forms of energy including solar, chemical, electrical, magnetic, nuclear, sound, light, and electromagnetic. They know that total energy in a system is conserved but may be changed from one form to another, as in an electrical motor or generator. They understand the difference between heat, (thermal energy) and temperature, and understand temperature measurement systems. Candidates know how heat may be transferred by conduction, convection, and radiation (e.g., involving a stove, the Earth's mantle, or the sun).

They describe sources of light including the sun, light bulbs, or excited atoms (e.g., neon in neon lights) and interactions of light with matter (e.g., vision and photosynthesis). They know and can apply the optical properties of waves, especially light and sound, including reflection (e.g., by a mirror) or refraction (e.g., bending light through a prism). They explain conservation of energy resources in terms of renewable and non-renewable natural resources and their use in society.

Domain 2: Life Science

- 2.1 Structure of Living Organisms and Their Function (Physiology and Cell Biology).** Candidates for Multiple Subject Teaching Credentials describe levels of organization and function in plants and animals, including, organ systems (e.g., the digestive system), organs, tissues (e.g., ovules in plants, heart chambers in humans), cells, and subcellular organelles (e.g., nucleus, chloroplast, mitochondrion). They identify structures and functions of systems in plants and animals, such as reproductive, respiratory, circulatory, and digestive. They understand principles of chemistry underlying the functioning of biological systems (e.g., carbon's central role in living organisms, water and salt, DNA, and the energetics of photosynthesis).
- 2.2 Living and Nonliving Components in Environments (Ecology).** Candidates know the characteristics of many living organisms (e.g., growth, reproduction, and stimulus response). They understand the basic needs of all living organisms (e.g., food, water, and space), and can distinguish between environmental adaptations and accommodations. They describe the relationship between the number and types of organisms an ecosystem can support and relationships among members of a species and across species. They illustrate the flow of energy and matter through an ecosystem from sunlight to food chains and food webs (including primary producers, consumers, and decomposers). They identify the resources available in an ecosystem, and describe the environmental factors that support the ecosystem, such as temperature, water, and soil composition.
- 2.3 Life Cycle, Reproduction, and Evolution (Genetics and Evolution).** Candidates diagram life cycles of familiar organisms (e.g., butterfly, frog, mouse). They explain the factors that affect the growth and development of plants, such as light, gravity, and stress. They distinguish between sexual and asexual reproduction, and understand the process of cell division (mitosis), the types of cells and their functions, and the replication of plants and animals. They distinguish between environmental and genetic sources of variation, and understand the principles of natural and artificial selection. They know how evidence from the fossil record, comparative anatomy, and DNA sequences can be used to support the theory that life gradually evolved on earth over billions of years. They understand the basis of Darwin's theory, that species evolved by a process of natural selection.

Domain 3: Earth and Space Science

- 3.1 The Solar System and the Universe (Astronomy).** Candidates for Multiple Subject Teaching Credentials identify and describe the planets, their motion, and that of other planetary bodies (e.g., comets and asteroids) around the sun. They explain time zones in terms of longitude and the rotation of the earth, and understand the reasons for changes in the observed position of the sun and moon in the sky during the course of the day and from season to season. They name and describe bodies in the universe including the sun, stars, and galaxies.
- 3.2 The Structure and Composition of the Earth (Geology).** Candidates describe the formation and observable physical characteristics of minerals (e.g. quartz, calcite, hornblende, mica and common ore minerals) and different types of rocks (e.g., sedimentary, igneous, and metamorphic). They identify characteristics of landforms, such as mountains, rivers, deserts, and oceans. They explain chemical and physical weathering, erosion, deposition, and other rock forming and soil changing processes and the formation and properties of different types of soils and rocks. They describe layers of the earth (crust, lithosphere, mantle, and core) and plate tectonics, including its convective source. They explain how mountains are created and why volcanoes and earthquakes occur, and describe their mechanisms and effects. They know the commonly cited evidence supporting the theory of plate tectonics. They identify factors influencing the location and intensity of earthquakes. They describe the effects of plate tectonic motion over time on climate, geography, and distribution of organisms, as well as more general changes on the earth over geologic time as evidenced in landforms and the rock and fossil records, including plant and animal extinction.
- 3.3 The Earth's Atmosphere (Meteorology).** Candidates explain the influence and role of the sun and oceans in weather and climate and the role of the water cycle. They describe causes and effects of air movements and ocean currents (based on convection of air and water) on daily and seasonal weather and on climate.
- 3.4 The Earth's Water (Oceanography).** Candidates compare the characteristics of bodies of water, such as rivers, lakes, oceans, and estuaries. They describe tides and explain the mechanisms causing and modifying them, such as the gravitational attraction of the moon, sun, and coastal topography.

Part II: Subject Matter Skills and Abilities Applicable to the Content Domains in Science

Candidates for Multiple Subject Teaching Credentials know how to plan and conduct a scientific investigation to test a hypothesis. They apply principles of experimental design, including formulation of testable questions and hypotheses, and evaluation of the accuracy and reproducibility of data. They distinguish between dependent and independent variables and controlled parameters, and between linear and nonlinear relationships on a graph of data. They use scientific vocabulary appropriately (e.g., observation, organization, experimentation, inference, prediction, evidence, opinion,

hypothesis, theory, and law). They can select and use a variety of scientific tools (e.g., microscopes) and know how to record length, mass, and volume measurements using the metric system. They interpret results of experiments and interpret events by sequence and time (e.g., relative age of rocks, phases of the moon) from evidence of natural phenomena. They can communicate the steps in an investigation, record data, and interpret and analyze numerical and non-numerical results using charts, maps, tables, models, graphs, and labeled diagrams. They make appropriate use of print and electronic resources, including the World Wide Web, in preparing for an investigative activity. Candidates communicate the steps and results of a scientific investigation in both verbal and written formats.

Content Specifications in Visual and Performing Arts

Part I: Content Domains for Subject Matter Understanding and Skill in Visual and Performing Arts

Four Components

In the visual and performing arts, candidates for Multiple Subject Teaching Credentials identify the four components of California's *Visual and Performing Arts Framework*:

- (1) Artistic Perception: Processing Sensory Information
- (2) Creative Expression: Producing Works in the Arts
- (3) Historical and Cultural Context: the Time and Place of Creation of Art Works
- (4) Aesthetic Valuing: Pursuing Meaning in the Arts

Domain 1: Dance

Candidates for Multiple Subject Teaching Credentials identify the four components of dance education found in the *Visual and Performing Arts Framework*. They demonstrate a basic fluency with the elements of dance such as space, time, levels, and force/energy. They use basic techniques to create dance/movement with children.

Candidates, while grounded in the elements of dance, are able to identify and explain styles of dance from a variety of times, places, and cultures. They are able to make judgments about dance works based on the elements of dance.

Domain 2: Music

Candidates for Multiple Subject Teaching Credentials understand the four components of music education found in the *Visual and Performing Arts Framework*. They demonstrate a basic fluency with the elements of music such as pitch, rhythm, and timbre and music concepts, including music notation. They use basic techniques to create vocal and instrumental music with children.

Candidates are able to identify and explain styles and types of music and instruments from a variety of times, places, and cultures. They are able to make judgments about musical works based on the elements and concepts of music.

Domain 3: Theatre

Candidates for Multiple Subject Teaching Credentials identify the four components of theatre education found in the *Visual and Performing Arts Framework*. They demonstrate a basic fluency in acting, directing, design, and scriptwriting (plot and action). They can apply these elements and principles in order to create dramatic activities with children including improvisation and character development.

Candidates are able to identify and explain styles of theatre from a variety of times, places, and cultures. They are able to make judgments about dramatic works based on the elements of theatre.

Domain 4: Visual Art

Candidates for Multiple Subject Teaching Credentials identify the four components of visual arts education found in the *Visual and Performing Arts Framework*. They demonstrate a basic fluency with the principles of art such as balance, repetition, contrast, emphasis, and unity and are able to explain how works of art are organized in terms of line, color, value, space, texture, shape, and form.

Candidates are able to identify and explain styles of visual arts from a variety of times, places, and cultures. They interpret works of art to derive meaning and are able to make judgments based on the principles of art as they are used to organize line, color, value, space, texture, shape, and form in works of art.

Part II: Subject Matter Skills and Abilities Applicable to the Content Domains in Visual and Performing Arts

- (A) Candidates for Multiple Subject Teaching Credentials are able to make informed judgments about the quality of works in the arts based on the elements, principles, and/or concepts of the art form. They develop criteria for their judgments and justify their interpretations with plausible reasoning.
- (B) Candidates analyze the four components of the *Visual and Performing Arts Framework* and examine the connections among them.
- (C) Candidates consider the origins, meanings, and significance of works in the visual and performing arts; raise questions that have been asked by people, past and present; and determine how their responses have varied in significant ways over the years.
- (D) Candidates are able to consider, weigh, and express ideas about aesthetic issues in the visual and performing arts.

Content Specifications in Physical Education

Part I: Content Domains for Subject Matter Understanding and Skill in Physical Education

Domain 1: Movement Skills and Movement Knowledge

- 1.1 Basic Movement Skills.** Candidates for Multiple Subject Teaching Credentials can identify movement concepts including body awareness, space awareness, and movement exploration. They can list locomotor skills such as skipping, nonlocomotor skills such as static balancing, and object manipulation such as catching. They can recognize basic concepts of physics that affect movement, such as center of gravity and direction of motion (Newton's laws). They can describe motor learning principles such as whole-part-whole practice and can recall critical elements and cues of basic movement skills.
- 1.2 Exercise Physiology.** Candidates list physiological benefits and associated risk, safety, and medical factors related to a physically active lifestyle. They recognize principles such as frequency and intensity to identify activities to promote physical fitness. They can describe physical fitness components such as flexibility that must be included in comprehensive personal fitness development programs.
- 1.3 Movement Forms.** Candidates know a variety of traditional and nontraditional games, sports, dance, and leisure activities and their organizational structures. They are able to cite rules, strategies, and appropriate behavior for physical activities, and can select activities for their potential to include all students regardless of gender, race, culture, religion, abilities, or disabilities. They match activities with other content areas, such as math and science.

Domain 2: Self-Image and Personal Development

- 2.1 Physical Growth and Development.** Candidates identify the sequential development of fine and gross motor skills in children and young adolescents. They describe the influence of growth spurts (changes in height and weight) and body type on movement and coordination. They recognize the impact of factors such as exercise, relaxation, nutrition, stress, and substance abuse on physical health and general well-being.
- 2.2 Self-Image.** Candidates discover the role of physical activity in the development of a positive self-image, and how psychological skills such as goal setting are selected to promote lifelong participation in physical activity.

Domain 3: Social Development

- 3.1 Social Aspects of Physical Education.** Candidates recognize individual differences such as gender, race, culture, ability, or disability. They describe the developmental appropriateness of cooperation, competition, and responsible social behavior for children of different ages. They list activities to provide opportunities for enjoyment, self-expression, and communication.
- 3.2 Cultural and Historical Aspects of Movement Forms.** Candidates recognize the interrelationship between and among history and culture, games, sports, and dance.

Part II: Subject Matter Skills and Abilities Applicable to the Content Domains in Physical Education

Candidates for Multiple Subject Teaching Credentials can apply knowledge of concepts such as body awareness, space awareness, movement exploration, and critical elements to basic motor skills development, analysis, and assessment. They understand how to structure activities to promote critical thinking, problem solving, analysis, and assessment in a variety of traditional and nontraditional games, sports, dance, and leisure activities. Candidates develop lesson activities based on factors such as the sequential development of fine and gross motor skills, influence of growth spurts, body type, and individual differences on movement learning and performance. They can design appropriate exercise programs and activities based on physical fitness concepts and applications that encourage physically active lifestyles. They analyze the impact of factors such as exercise, relaxation, nutrition, stress, and substance abuse on physical health and well being, and can design activities to provide opportunities for enjoyment, self-expression, and communication. Candidates create cooperative and competitive movement activities that require personal and social responsibility. They value the relationships between history and culture, and games, sports, play and dance.

Content Specifications in Human Development

Part I: Content Domains for Subject Matter Understanding and Skill in Human Development

Domain 1: Cognitive Development from Birth Through Adolescence

- 1.1 Cognitive Development.** Candidates for Multiple Subject Teaching Credentials define basic concepts of cognitive and moral development (e.g., reasoning, symbol manipulation, and problem solving). They identify stages in cognitive and language development and use them to describe the development of individuals, including persons with special needs. Candidates identify characteristics of play and their influence on cognitive development. They recognize different perspectives on intelligence (i.e., concepts of multiple intelligences) and their implications for identifying and describing individual differences in cognitive development.

Domain 2: Social and Physical Development from Birth Through Adolescence

- 2.1 Social Development.** Candidates for Multiple Subject Teaching Credentials define concepts related to the development of personality and temperament (e.g., attachment, self-concept, autonomy, identity). They describe the social development of children and young adolescents, including persons with special needs. They identify characteristics of play and their impact on social development, and they describe influences on the development of prosocial behavior.
- 2.2 Physical Development.** Candidates describe the scope of physical development at different ages. They identify individual differences in physical development, including the development of persons with special needs.

Domain 3: Influences on Development from Birth Through Adolescence

- 3.1 Influences on Development.** Candidates for Multiple Subject Teaching Credentials identify potential impacts on the development of children and young adolescents from genetic or organic causes, sociocultural factors (e.g., family, race, cultural perspective), socioeconomic factors (e.g., poverty, class), and sex and gender. They also identify sources of possible abuse and neglect (e.g., physical, emotional and substance abuse and neglect) and describe their impact on development.

Part II: Subject Matter Skills and Abilities

Applicable to the Content Domains in Human Development

Candidates for Multiple Subject Teaching Credentials apply knowledge of cognitive, social and physical development to understanding differences between individual children. They interpret similarities and differences in children's behavior with reference to concepts of human development. They use developmental concepts and principles to explain children's behavior (as described anecdotally or viewed in naturalistic settings, on videotape, etc.). They use knowledge of social development to predict the behavior of children in small- and large-group settings.

Appendix B: Non-Discrimination Policy of the State of California (Referenced in Draft Standard 8)

Title 5 of the California Code of Regulations sets out regulations governing public schools and public school employees in California. The specific section on non-discrimination by certificated employees is:

Section 80338. Discrimination Prohibited

A certificated person shall not, without good cause, in the course and scope of his or her certificated employment and solely because of race, color, creed, gender, national origin, handicapping condition or sexual orientation, refuse or fail to perform certificated services for any person.

Note: Authority cited: Sections 44225(b) and 44339 Education Code.
Reference: Sections 44335, 44420 and 44421 Education Code.

Appendix C: Glossary of Specialized Terms Used in Draft Standards of Program Quality for Subject Matter Programs for the Multiple Subject Teaching Credential

Specialized Terms in Teacher Preparation	Definitions of Specialized Terms
Major Subject Areas of Study	<p>The following set of content areas in which prospective multiple-subject teachers need knowledge, skill and ability:</p> <ul style="list-style-type: none">• Reading, Language and Literature• History and Social Science• Mathematics• Science• Visual and Performing Arts• Physical Education• Health• Human Development <p>Foundational study of these major subject areas comprises the subject matter preparation of prospective multiple-subject teachers.</p>
Concentration	<p>A set of subject matter courses that meet the Depth of Study Standard (page 3) in an approved program of subject matter preparation, consisting of twelve or more semester units in courses that are coherently related to each other. Completion of a concentration partially fulfills the 84 unit requirement in Precondition Two.</p>
Pre-Professional Studies	<p>As used in Standard 3, Element 3, pre-professional studies are courses and field experiences that focus extensively on California school students and their backgrounds, and/or on K-12 teaching strategies.</p>
Integrative Study	<p>One or more planned components of an approved subject matter program that meet the Integrative Study Standard (page 4) by systematically examining inter-disciplinary connections among two or more of the major subject areas. Each component may consist of a course, a series of courses, portions of a series of courses, or a course with accompanying field experiences in K-8 schools.</p>

Glossary of Specialized Terms (Continued)

Summative Assessment	A comprehensive evaluation of the subject matter knowledge, understanding, skill and ability of a prospective multiple-subject teacher that fulfills Standard 6: Assessment of Subject Matter Competence. While a transcript review may be part of a summative assessment, a transcript review does not (by itself) fulfill Standard 6.
Prospective Multiple-Subject Teachers	Individuals who intend to earn Multiple Subject Teaching Credentials that are awarded by the California Commission on Teacher Credentialing (CCTC).
Multiple Subject Teaching Credentials	Credentials that authorize the holders to teach two or more subjects to the same group of students each day. These teaching assignments are of two types: self-contained classrooms and core classes.
Self-Contained Classrooms	Classrooms in which one teacher is responsible for instruction in all (or nearly all) subjects of the curriculum. Self-contained classrooms predominate in Grades K-6 and are widespread in Grades 6-8 throughout California. All teachers in these assignments must hold Multiple Subject Teaching Credentials or equivalent credentials.
Core Classes	Classes in which one teacher is responsible for instruction in two subjects of the curriculum. Core classes are widespread in middle schools (Grades 6-8) where other classes are departmentalized classes. Teachers in these assignments must hold Multiple Subject Teaching Credentials, or two Single Subject Teaching Credentials, or a Single Subject Credential plus a Supplementary Authorization, or the equivalent.
Departmental Classes	Classes in which each teacher is responsible for instruction in one subject of the curriculum. Departmentalized classes are widespread in middle schools (Grades 6-8), and they predominate in high schools (Grades 9-12). All teachers in these assignments must hold Single Subject Teaching Credentials, or Supplementary Authorizations, or equivalent credentials.

Glossary of Specialized Terms (Continued)

Subject Matter Requirement	A requirement in law (Education Code Section 44259) that each applicant for a teaching credential demonstrate subject matter competence by either (a) completing a program of subject matter study that meets standards of program quality adopted by the CCTC, or (b) passing an examination of subject matter understanding adopted by the CCTC.
Standards of Program Quality for Subject Matter Programs	State policies adopted by the CCTC to describe acceptable levels of quality in programs of subject matter study that are offered by regionally-accredited colleges and universities that award baccalaureate degrees. Each standard is elaborated by Required Elements for that standard. Program reviewers selected by the CCTC must find that a program meets each standard. When they do so, the CCTC approves the program.
Required Elements	State policies adopted by the CCTC to elaborate and clarify the meaning of a major provision of a standard of program quality. Program reviewers selected by the CCTC must find that a program meets each required element. When they do, the CCTC approves the program.
Preconditions for Program Approval	State policies adopted by the CCTC to implement requirements of law for the approval of programs. The Commission's professional staff must find that a program complies with each precondition. When they do, the program becomes eligible for an evaluation by external reviewers on the basis of Standards of Program Quality and Required Elements.
Certificated Classroom Teachers	Public school teachers who hold valid teaching credentials awarded by the State of California. Does not include teachers serving on pre-intern certificates, emergency permits or credential waivers, most of whom have not met the subject matter requirement for teaching credentials.
Subject Matter Examination	A comprehensive examination of the subject matter knowledge, understanding and skill of a prospective teacher that has been approved by the CCTC. A prospective teacher may meet the subject matter requirement by passing a subject matter examination. For Multiple Subject Teaching Credentials, the applicable subject matter examination is the Multiple Subjects Assessment for Teaching (MSAT).

Glossary of Specialized Terms (Continued)

Program of Subject Matter Preparation	A planned set of subject matter courses selected on the basis of institutional advice that (a) is offered by a regionally-accredited college or university that grants baccalaureate degrees, and (b) meets the Standards of Program Quality as determined by the CCTC. A prospective teacher may meet the subject matter requirement by completing a program of subject matter preparation that meets the Standards of Program Quality. For Multiple Subject Teaching Credentials, the applicable Standards of Program Quality are published in this handbook.
Professional Preparation Requirement	A requirement in law (Education Code Section 44259) that each applicant for a teaching credential demonstrate pedagogical competence by completing an accredited program of professional preparation that includes a comprehensive assessment of teaching performance (which does not focus on subject matter knowledge).
Program of Professional Preparation	A planned set of pedagogical courses and supervised teaching experiences that has been accredited by the CCTC Committee on Accreditation based on an external review in relation to Standards of Program Quality for Professional Preparation. Standards for Professional Preparation are adopted by the Commission to supplement and complement the Standards of Program Quality for Subject Matter Preparation. Programs of Professional Preparation are of two types: programs with supervised teaching and programs with internship teaching.
Program of Professional Preparation with Supervised Teaching	A program of professional preparation in which each candidate assumes daily student teaching responsibilities for at least one semester under the direct supervision of a certificated classroom teacher selected by the sponsor of the program. The student teacher holds a Certificate of Clearance that verifies personal fitness to work with students, but does not hold a teaching credential. The student teacher must have completed four-fifths of an approved program of subject matter preparation, or passed one-half of a CCTC-adopted subject matter examination.

Glossary of Specialized Terms (Continued)

Program of Professional Preparation with Internship Teaching	A program of professional preparation in which each candidate holds an internship teaching credential or certificate and serves as the instructor-of-record in a public school classroom for one or two years. In addition to the Certificate of Clearance, the intern teacher holds a baccalaureate degree from a regionally-accredited institution and has met the subject matter requirement. The school district that co-sponsors the internship teaching program provides for the on-site supervision of each intern teacher.
Blended Program of Undergraduate Teacher Preparation	A planned set of subject matter courses that meet the CCTC Standards of Program Quality for Subject Matter Preparation, together with a planned set of pedagogical courses and supervised teaching experiences that meet the CCTC Standards of Program Quality for Professional Preparation. The two sets of courses and experiences are concurrent and connected with each other to meet the CCTC Standards for Blended Programs. A prospective teacher who completes an accredited blended program has met the subject matter requirement <i>and</i> the professional preparation requirement for a teaching credential. A blended program must meet the same Standards of Program Quality for Subject Matter Preparation that are met by a program of subject matter preparation. It must meet the same Standards of Program Quality for Professional Preparation that are met by a program of professional preparation.
Beginning Teacher Induction Program	A planned set of studies, consultations and experiences designed for beginning certificated teachers for the purposes of extending their prior preparation, deepening their understanding, enhancing their ability, increasing their effectiveness and maximizing their satisfaction with teaching as a career choice. For example, the Beginning Teacher Support and Assessment (BTSA) Program is a state-funded initiative in which 27,000 beginning teachers participated in 1999-2000. Commencing in the near future, every beginning teacher will participate in an approved beginning teacher induction program in order to upgrade their teaching credentials from preliminary (Level I) to professional (Level II) status.

DOCUMENT 2

Draft Standards of Quality and Effectiveness for Professional Teacher Preparation Programs

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distribution on the CCTC website.**

**A DRAFT document released for Field Review in California by
the California Commission on Teacher Credentialing**

January 4, 2001

Advisory Panel for the Development of Teacher Preparation Standards (SB 2042)

<i>Name</i>	<i>Position</i>	<i>Affiliation</i>
Aiello, Michael	Science and Math Teacher, San Luis Obispo High School	San Luis Coastal Unified School District
Antracoli, Russell	Principal, Gustine Elementary School	Gustine Unified School District
Britton Bass, Michele	Director of Student Teaching and Field Placements	Antioch University
Brownell, Nancy	Director, Institute for Education Reform	The California State University
Brunkhorst, Bonnie	Professor, Geology and Science Education	California State University, San Bernardino
Chang, Lu	Director, Single Subject CLAD Program	College of Notre Dame
Collier, Barbara	Liaison	California School Boards Association
DeArmond, Margaret	Mathematics Teacher, East Bakersfield High School and Academic Standards Coordinator	Kern Union High School District / Kern County Office of Education
Duran, David	Assistant Superintendent, Human/Fiscal Resources	Stanislaus County Office of Education
George, Cynthia	Teacher, Rancho Bernardo High School	Poway Unified School District
Gerin, Tom	Teacher, Silver Creek High School	East Side Union High School District
Grant, Grace	Professor of Education	Dominican College
Joseph, Marion	Liaison	California State Board of Education
Kapner, Leslie	Teacher Advisor, Intergroup Relations	Los Angeles Unified School District
Kingsland, Dianne	English and Social Studies Teacher, Santiago Middle School	Placentia/Yorba Linda Unified School District

Lemmon, Catherine	Coordinator, Teacher Development	San Joaquin County Office of Education
Lewis, Mary	Director of Teacher Certification Unit	Los Angeles Unified School District
Marriott, Donna	Resource Teacher	San Diego City Unified School District
Maxie, Andrea	Professor of Education, Division of Curriculum and Instruction	California State University, Los Angeles
McKenna, Ruth Ann	Superintendent	New Haven Unified School District
Richmond, James	Chair, Professional Studies in Education	California State University, Chico
Waite, Athena	Special Education Program Coordinator	University of California, Riverside
Nielsen, Mary	Liaison	California Parent Teacher Association
Weahunt, Sher	Liaison	California Community Colleges
Westbrook Susan	Vice President of K-12 Council	California Federation of Teachers
Wong, Anna	Kindergarten Teacher, Jefferson School	Berkeley Unified School District
Young, Beverly	Associate Director, Teacher Education and K-18 Programs	Office of the Chancellor, California State University

Commission Staff to Support the Panel

Sandy, Mary	Director	Professional Services
Olebe, Margaret	Consultant	Professional Services
Jackson, Amy	Consultant	Professional Services
Wright, David	Director	Policy and Programs
Carlson, Bob	Administrator	Professional Services
Jacobson, Phyllis	Consultant	Professional Services
Swan, Sara	Analyst	Professional Services
Morales, Juanita	Office Technician	Professional Services

Assessment Task Force

<i>Name</i>	<i>Position</i>	<i>Affiliation</i>
Antracoli, Russell	Principal, Gustine Elementary School	Gustine Unified School District
Bartell, Ted	Director of Research & Evaluation	Los Angeles Unified School District
Driscoll, Amy	Director of Teaching, Learning, & Assessment	California State University, Monterey
Duran, Richard	Professor of Education	University of California, Santa Barbara
Richmond, James	Chair, Professional Studies in Education	California State University, Chico
Robertson, Sandy	English Teacher	Santa Barbara High School
Snyder, Jon	Professor of Science Research	University of California, Santa Barbara
Solorzano, Ron	Professor of Education	Occidental College

Commission Staff to Support the Task Force

Wright, David	Director	Policy and Programs
Jackson, Amy	Consultant	Professional Services
Myers, Roz	Secretary	Policy and Programs

Draft Professional Teacher Preparation Program Standards

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Appendix: A: Teaching Performance Expectations

Category A: Program Design, Governance and Qualities

Category A describes the essential elements of program design that must be addressed by sponsors of professional teacher preparation programs in order to develop and deliver high quality professional teacher preparation. High quality professional teacher preparation is characterized by an intentionally and carefully designed set of sequential learning experiences that are delivered through both coursework and field experiences and that integrate a clearly defined body of professional knowledge throughout the program.

The design must also illustrate how the professional teacher preparation program is aligned with other education policy initiatives and reforms related to teaching students in California's public schools. These include state-adopted academic content standards for students, new curriculum frameworks and instructional materials, and the high school exit examination. Consistency of preparation is a critical element in preparing teachers to work in the data-driven, standards-based, high accountability public school system. For the first time, program sponsors must now prepare candidates to demonstrate individual competence on a summative Teaching Performance Assessment based on a set of Teaching Performance Expectations (TPEs) that reflect both the context and curriculum for K-12 public schools in the state. The TPEs are provided in the Appendix to this document. Program sponsors will need to include opportunities for each candidate to learn and practice the TPE's throughout the program, and to provide feedback to candidates on their progress in teaching.

Under the proposed new system of professional preparation, the architecture for credentialing has been redesigned. It will no longer be possible to obtain a professional clear credential as the initial credential. Candidates will be eligible for a preliminary teaching credential upon successful completion of the professional teacher preparation program, including the Teaching Performance Assessment. A professional teaching credential can only be obtained upon completion of a two-year professional teacher induction program that begins with initial employment as a teacher of record. Articulation and collaboration between sponsors of professional teacher preparation and professional teacher induction programs is now a critical component of high quality preparation programs. It is intended that such collaboration will result in a continuous, connected experience of learning to teach for candidates across the three years of professional education, and in smooth transitions across program boundaries.

Unless otherwise stated, program standards and elements in this document apply to all forms of program delivery (i.e., post baccalaureate programs, blended programs, internships, and pre-internships).

Program Standard 1: Program Design

The professional teacher preparation program and its prerequisites include a purposeful, developmentally designed sequence of coursework and field experiences that effectively prepare candidates to teach all K-12 students and understand the contemporary conditions of schooling. The sequenced design of the program is based on a clearly stated rationale that has a sound theoretical and scholarly foundation anchored to the knowledge base of teacher education. By design, the program provides extensive opportunities for candidates to (a) learn to teach the academic curriculum set forth in state-adopted academic content standards for students, instructional materials and curriculum frameworks; (b) know and understand the foundations of education and the functions of schools in society; and (c) develop pedagogical competence as defined by the Teaching Performance Expectations (TPEs) provided in the Appendix. Based on the TPEs, a fair, reliable and valid assessment system, the Teaching Performance Assessment is embedded by design in the program.

Program Elements for Standard 1: Program Design

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements:

- 1(a) The design of the program and the selection of prerequisites are clearly grounded in a well-reasoned rationale, which draws on sound scholarship and theory anchored to the knowledge base of teacher education, is articulated clearly, and is evident in the delivery of the program's coursework and fieldwork.
- 1(b) In the program and its prerequisites, coursework and fieldwork are designed and sequenced to reflect principles of teacher development, and to address the emerging, developing needs of prospective classroom teachers enrolled in the program. The program design's rationale rests in part on adult learning theory and research.
- 1(c) Throughout the program, coursework and field experiences are interrelated to form a cohesive set of learning experiences for each teacher candidate. Each candidate gains a clear understanding of the realities of California public education.
- 1(d) In conjunction with the subject matter requirement for the teaching credential, each candidate in the program understands the state-adopted academic content standards for students. The candidate learns how to teach the content of the standards to all students using state-adopted instructional materials, to assess student progress in relation to scope and sequence of the standards and to apply these understandings in teaching K-12 students.

- 1(e) Coursework and field experiences utilize a variety of strategies for professional instruction and provide multiple opportunities for candidates to learn and practice the Teaching Performance Expectations in Appendix A.
- 1(f) By design, coursework and fieldwork comprehensively assist candidates in preparing to take and pass the embedded Teaching Performance Assessment (TPA). In the program, TPA-related assistance includes designed opportunities for candidates to practice the assessment tasks prior to participating in the TPA.
- 1(g) The program design includes planned processes for the comprehensive assessment of individual candidates on all competencies addressed in the program beyond what is assessed in the Teaching Performance Assessment (TPA). Criteria are established for individual candidate competency, and a clear definition of satisfactory completion of the professional teacher preparation program is established and utilized to make individual recommendations for the preliminary teaching credential.

Program Standard 2: Collaboration in Governing the Program

Sponsors of the professional teacher preparation program establish collaborative partnerships that contribute substantively to the quality and effectiveness of the design and implementation of candidate preparation. Partnerships address significant aspects of professional preparation, and include collaboration between (a) subject matter preparation providers and pedagogical preparation providers; and (b) at least one four-year institution of postsecondary education and at least one local education agency that recruits and hires beginning teachers. Participants cooperatively establish and review the terms and agreements of partnerships, including (a) partners' well-defined roles, responsibilities and relationships; and (b) contributions of sufficient resources to support the costs of effective cooperation.

Program Elements for Standard 2: Collaboration in Governing the Program

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

- 2(a) In each partnership, collaboration includes purposeful, substantive dialogue in which the partners contribute to the structured design of the professional preparation program and monitor its implementation on a continuing basis. Collaborative dialogue effectively assists in the identification and resolution of program issues and candidate needs.
- 2(b) Collaborative partners establish working relationships, coordinate joint efforts, and rely on each other for contributions to program quality. In discussing program issues, partners value the multiple perspectives of the respective members, and they draw openly on members' intellectual knowledge, professional expertise and practical skills.
- 2(c) Partners collaborate in developing program policies and reviewing program practices pertaining to the recruitment, selection and advisement of candidates; development of curriculum; delivery of instruction; selection of field sites; design of field experiences; selection and preparation of cooperating teachers; and assessment and verification of teaching competence.
- 2(d) Through substantive dialogue with subject matter preparation providers, the sponsors of pedagogical preparation programs facilitate candidates' transition into the professional education program by relating the teacher preparation curriculum to significant concepts, principles and values that are embedded in the subject matter preparation of candidates.
- 2(e) The teacher preparation program sponsors establish one or more intensive partnerships with representatives of schools where candidates engage in program-based fieldwork. The program-based fieldwork component offers opportunities for purposeful involvement in collaborative partnership(s) for the design and delivery of programs by parent and community organizations,

county offices of education, educational research centers, business representatives, and teachers' bargaining agents. Dialogues pertaining to the overall availability and services of supervising teachers within the fieldwork component include bargaining units that represent teachers at the fieldwork sites. In internship programs, partnerships with bargaining agents address these program issues as well as those enumerated in Element (c) above.

- 2(f) The sponsors of the teacher preparation program establish a collaborative partnership with the sponsors of one or more professional induction programs for beginning teachers giving priority to those induction programs where program completers are likely to be hired. The purposes and effective accomplishments of such a partnership include (a) articulating the contents of the professional teacher preparation program and the professional teacher induction program, and (b) facilitating transitions for prospective and beginning teachers.
- 2(g) Collaborative partners recognize the critical importance of teacher preparation in K-12 schools and post-secondary education by substantively supporting the costs of cooperation through contributions of sufficient human and fiscal resources.

Program Standard 3: Relationships Between Theory and Practice

By design, the professional teacher preparation program provides extensive opportunities for candidates to analyze, implement and reflect on the relationships between theory and practice related to teaching and learning. In coursework, classroom observations and supervised fieldwork, candidates examine educational theories and research and their relationships to (a) pedagogical strategies and options, and (b) student accomplishments, attitudes and conduct. Working collaboratively, course instructors and field supervisors encourage and enable candidates to use and reflect on their understanding of relevant theory and research in making instructional decisions and improving pedagogical practices.

Program Elements for Standard 3: Relationships Between Theory and Practice

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

- 3(a) In the program, the structured design of coursework and fieldwork includes coherent recurring examination of a broad range of foundational issues and theories and of their relationships to professional practices in schools and classrooms.
- 3(b) Each candidate becomes acquainted with research-based theories and principles of human learning and development. Each candidate reflects on how these theories and practices inform school policies and practices, and affect student conduct, attitudes and achievements.
- 3(c) Coursework and fieldwork that address curriculum, instruction and assessment explicitly articulate and consistently draw on basic educational principles that underlie effective professional practice.
- 3(d) Throughout the program, each candidate learns to make and reflect on instructional decisions that represent informed applications of relevant educational theories and research.
- 3(e) Program faculty and field supervisors explain and illustrate a variety of models of teaching. They guide and coach candidates to select and apply these models contextually (i.e., in pedagogical circumstances in which the models are most effective).

Program Standard 4: Pedagogical Thought and Reflective Practice

By design, the professional teacher preparation program fosters the ability of candidates to evaluate instructional alternatives, articulate the pedagogical reasons for instructional decisions, and reflect on their teaching practices. The program includes literature-based analyses and critical discussions of educational and instructional issues that teachers and students face in California schools. Candidates try out alternative approaches to planning, managing and delivering instruction. They learn to assess instructional practices in relation to (a) state-adopted academic content standards for students and curriculum frameworks; (b) principles of human development and learning; and (c) the observed effects of different practices.

Program Elements for Standard 4: Pedagogical Thought and Reflective Practice

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

- 4(a) The program consistently articulates and models the importance of reflecting on practice and assessing alternative courses of action in teaching. Candidates learn to select and use materials, plan presentations, design activities and monitor student progress by thoughtfully assessing student needs, defining important instructional goals, considering alternative strategies, and reflecting on prior decisions and their effects.
- 4(b) In the program, each candidate reads, begins to analyze, discusses and evaluates professional literature pertaining to important contemporary issues in California schools and classrooms. Each becomes acquainted with and begins to use sources of professional information in making decisions about teaching and learning.
- 4(c) As candidates begin to develop professionally, the program encourages them to examine their own pedagogical practices. Through reflection, analysis, and discussion of these practices, each candidate learns to make informed decisions about teaching and learning.
- 4(d) In the program, each candidate learns to teach and reflect on curriculum-based subject matter content in relation to (1) pedagogical perspectives embedded in state-adopted academic content standards, curriculum frameworks and instructional materials; (2) the intellectual, ethical, social, personal and physical development of students; (3) significant developments in the disciplines of knowledge; and (4) the context of California's economy and culture.
- 4(e) The program fosters each candidate's realization that the analysis and assessment of alternative practices promote a teacher's professional growth. Each candidate learns to make pedagogical decisions based on multiple sources of information, including state-adopted materials and curriculum frameworks, other professional literature, consultations with colleagues, and reflections on actual and potential practices.

Program Standard 5: Equity, Diversity and Access to the Core Curriculum

In the professional teacher preparation program, each candidate examines principles of educational equity and diversity and their implementation in curriculum content and school practices for all students. The program provides each candidate with the capacity to assist all students to access the core curriculum. Throughout the program, coursework and fieldwork attend to the implications of California's current socioeconomic, linguistic, racial, cultural, ethnic and gender diversity for teaching and learning. The program includes a series of planned experiences in which candidates learn to identify, analyze and minimize personal bias, and to recognize and ameliorate the effects of institutional bias.

Program Elements for Standard 5: Equity, Diversity and Access to the Core Curriculum

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

- 5(a) The program prepares candidates to effectively teach diverse students by increasing their knowledge and understanding of the background experiences, languages, skills and abilities of student populations; and by teaching them to apply appropriate pedagogical practices that provides access to the core curriculum and leads to high achievement for all students.
- 5(b) The program design includes study and discussion of the historical and cultural traditions of the major cultural and ethnic groups in California society, and examination of effective ways to include cultural traditions and community values and resources in the instructional program of a classroom.
- 5(c) The program develops each candidate's ability to recognize and minimize bias in the classroom, and to create an equitable classroom community that contributes to the physical, social, emotional and intellectual safety of all students.
- 5(d) The program provides ongoing opportunities for each candidate to systematically examine his/her stated and implied beliefs, attitudes and expectations related to gender, and to apply pedagogical practices that create gender-fair learning environments.
- 5(e) The program provides ongoing opportunities for each candidate to systematically examine his/her stated and implied beliefs, attitudes and expectations about diverse students, families, schools and communities, and to apply pedagogical practices that foster high expectations for academic performance from all participants in all contexts.
- 5(f) The program provides each candidate with the capacity to recognize students specific learning needs, place students in appropriate contexts for learning, assist students to have access to needed resources for learning, and, where appropriate, provide students with opportunities to engage in extracurricular activities.

Category B

Preparation to Teach Curriculum To All Students in California Schools

Category B establishes a direct linkage with the state-adopted academic content standards for students, and describes the ways in which sponsors of teacher preparation programs must prepare multiple and single subject candidates to teach to these standards.

The standards and elements in Category B focus on providing candidates with opportunities to learn, practice, and reflect on the content and pedagogy of teaching in all subject areas for Multiple Subject (MS) credentials, and in specific discipline-based content and pedagogy for Single Subject (SS) credentials. The program expectation is that candidates gain increased understanding of how to teach the state-adopted academic content standards for students through a thoughtfully designed, coherent sequence of courses and field experiences. Candidates are expected to demonstrate increasingly complex levels of knowledge and skills to teach standards-based curriculum that is informed and guided by student assessment results from multiple measures of learning. Embedded in the curriculum of coursework and field experiences are formative and summative assessments that grow out of the logical sequence of pedagogical learning activities, assignments, and tasks that are designed to contribute to the candidate's capacity to pass the summative Teaching Performance Assessment.

In the program, Multiple Subject candidates practice the Teaching Performance Expectations (TPEs) within the teaching of each major subject area, and Single Subject candidates practice the TPEs within instruction in the subject to be authorized by the credential. The TPEs are provided in the Appendix to this document.

The elements in Program Standard 7 related to instruction in reading and related language arts comply with current provisions of the California Education Code. The professional preparation program provides substantive, research-based instruction that effectively prepares each candidate for a Multiple Subject (MS) Preliminary Teaching Credential to deliver a comprehensive program of instruction in reading, writing and related language arts and prepares Single Subject (SS) candidates to provide instruction in content-based reading and writing skills for all students.

Principles and methods for teaching the state-adopted academic content standards for students have many features and qualities that are applicable across subject areas. At the same time, subject-specific applications of these broader principles and methods of instruction are essential because these principles take different forms and have different levels of importance in the subjects of mathematics, science, history/social science, the visual and performing arts, physical education, and health. For these reasons, Program Standard 8 specifies pedagogical applications in individual subject areas.

Program Standard 6: Opportunities to Learn, Practice and Reflect on Teaching in All Subject Areas

The professional teacher preparation program provides multiple opportunities for each candidate to learn, practice and reflect on each Teaching Performance Expectation (TPE). Embedded in the planned curriculum of coursework and fieldwork are formative assessments of each candidate's performance on pedagogical assignments and tasks, some of which resemble those used in the Teaching Performance Assessment (TPA). Formative assessment activities are designed to contribute to the candidate's overall demonstrations of competence and the capacity to pass the summative TPA embedded in the program. By design the program's curricula directly addresses the common TPEs separately and collectively in order to teach the K-12 curriculum.

Program Elements for Standard 6: Opportunities to Learn, Practice and Reflect on Teaching

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

- 1(h) In the program, each candidate has multiple opportunities to learn, practice and reflect on each Teaching Performance Expectation (TPE) within a systematic, comprehensive curriculum and to understand important connections and practical relationships among the elements of coherent professional practice.
- 1(i) During the program's coursework and fieldwork, each candidate's assignments and tasks include well-designed formative assessments that resemble the pedagogical assessment tasks in the Teaching Performance Assessment (TPA). Each candidate is provided informative, helpful feedback regarding the candidate's progress toward meeting the TPEs, and this feedback contributes to each candidate's preparation to perform well in the TPA.
- 1(j) In the program, formative and summative assessment tasks are part of the fabric of ongoing coursework and fieldwork activities; they fit into and grow out of the logical sequence of pedagogical learning activities in the program.
- 1(k) In the program, formative and summative assessment tasks that address the full range of pedagogical competencies that comprise the program are part of the fabric of ongoing coursework and field experiences.

Program Standard 7: Preparation to Teach Reading-Language Arts

Standard 7-A: Multiple Subject Reading, Writing, and Related Language Instruction in English

The professional preparation program provides substantive, research-based instruction that effectively prepares each candidate for a Multiple Subject (MS) Teaching Credential to deliver a comprehensive program of systematic instruction in reading, writing and related language arts aligned with the state adopted English Language Arts Academic Content Standards for Students and the Reading/Language Arts Framework. The program provides candidates with systematic and explicit instruction in teaching basic reading skills, including comprehension strategies, for all students, including students with varied reading levels and language backgrounds. The Multiple Subject preparation program includes a significant practical experience component in reading, writing, and language arts that is connected to the content of coursework and that takes place throughout the program during each candidate's field experience(s), internship(s), and/or student teaching assignment(s). The preparation program provides each candidate for a Multiple Subject Teaching Credential with experience in diverse classrooms where beginning reading is taught. The program places all candidates in field experience sites and student teaching assignments with teachers whose instructional approaches and methods in reading are consistent with a comprehensive, systematic program, and who collaborate with institutional supervisors and instructors.

Program Elements for Standard 7-A: Multiple Subject Reading, Writing, and Related Language Instruction in English

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

- (i) Each candidate participates in intensive instruction in reading and language arts methods that is grounded in methodologically sound research and includes exposure to well-designed instructional programs. This instruction enables her/him to provide a comprehensive, systematic program of instruction to students. The reading and language arts instruction for students includes systematic, explicit and meaningfully-applied instruction in reading, writing, and related language skills, as well as strategies for English language learners and speakers of English, all of which is aligned with the state-adopted academic content standards for students in English Language Arts and the Reading/Language Arts Framework.
- (ii) For each candidate, the study of reading and language arts methods includes strong preparation for teaching comprehension skills; a strong literature component; strategies that promote and guide pupil independent reading; and instructional approaches that incorporate listening, speaking, reading and writing for speakers of English and English learners.

- (iii) Each candidate's instruction and field experience include (but are not limited to) the following components:
 - (i) Instruction and experience with a range of textual, functional and recreational instructional materials, as well as a variety of literary and expository texts, including materials that reflect cultural diversity, in teacher-supported and in independent reading contexts.
 - (ii) Instruction and experience in developing student background knowledge and vocabulary, and in the use of reading comprehension strategies such as analysis of text structure, summarizing, questioning, and making inferences.
 - (iii) Instruction and experience in promoting the use of oral language in a variety of formal and informal settings.
 - (iv) Instruction and experience in writing instruction, including writing strategies, writing applications, and written and oral English language conventions.
- 7A(d) For each candidate, the study of reading and language arts methods includes instruction and experience in teaching organized, systematic, explicit skills that promote fluent reading and writing, including phonemic awareness; direct, systematic, explicit phonics; and decoding skills, including spelling patterns, sound/symbol codes (orthography), and extensive practice in reading and writing connected text.
- 7A(e) For each candidate, the study of reading and language arts includes knowledge of the roles of home and community literacy practices, instructional uses of ongoing diagnostic strategies that guide teaching and assessment, early intervention techniques in a classroom setting, and guided practice of these techniques.
- 7A(f) For each candidate, the study of reading and language arts includes the phonological/morphological structure of the English language, and methodologically sound research on how children learn to read, including English language learners, students with reading difficulties, and students who are proficient readers.
- 7A(g) As a specific application of Standard 2, the institution provides adequate resources to staff reading and language arts courses, including sufficient numbers of positions for instructional faculty and field supervisors. In order to deliver appropriate instruction and support to candidates, the program provides sufficient resources to build communication and cooperation among faculty members, school district personnel and classroom teachers that reinforce connections between coursework and field experiences pertaining to reading and language arts instruction.
- 7A(h) As a specific application of Standard 7, field experiences, student teaching assignments, and internships are designed to establish cohesive connections among the Reading Instruction Competence Assessment (RICA) content specifications, reading methods coursework, and the practical experience components of the program, and include ongoing opportunities to participate in

effective reading instruction that complies with current provisions of the California Education Code.

- 7A(i) The field experience site placement(s) and/or supervised teaching assignment(s) of each candidate include(s) extended experience in a linguistically and/or culturally diverse classroom where beginning reading is taught.
- 7A(j) As a specific application of Standard 8, the institution collaborates with district personnel in establishing criteria for the selection of classroom teachers to supervise candidates. The program provides for careful and thorough communication and collaboration among field site supervisors, student teaching supervisors, and reading methods course instructors to assure modeling of effective practice, monitoring of candidate progress, and the assessment of candidate attainment of performance standards in reading, writing and related language instruction.

Standard 7-B: Single Subject Reading, Writing and Related Language Instruction in English

The professional teacher preparation program provides substantive, research-based instruction that effectively prepares each candidate for a Single Subject Teaching Credential to provide instruction in content-based reading and writing skills for all students, including students with varied reading levels and language backgrounds. The program places all candidates for a Single Subject Credential in diverse field experience sites and student teaching assignments with teachers whose instructional approaches and methods in reading are consistent with a comprehensive, systematic program, and are aligned with the state-adopted academic content standards for students in English Language Arts and the Reading/Language Arts Framework, and who cooperate with institutional supervisors and instructors. The Single Subject Credential Program includes a significant practical experience component in reading that is connected to the content of coursework and that takes place during each candidate's field experience(s), internship(s), or student teaching assignment(s).

Program Elements for Standard 7-B: Single-Subject Reading, Writing and Related Language Instruction in English

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

- (a) Each candidate participates in intensive instruction in reading and language arts methods that is grounded in methodologically sound research and includes exposure to well-designed instructional programs, which enables candidates to provide a comprehensive, systematic program of instruction that is aligned with the state-adopted academic content standards for students in English Language Arts and the Reading/Language Arts Framework and that includes explicit and meaningfully-applied instruction in reading, writing and related language skills and strategies for English language learners and speakers of English.

- (b) For each candidate, the study of reading and language arts methods includes a rich array of effective strategies and methods for guiding and developing the content-based reading and writing abilities of all students, including students with varied reading levels and language backgrounds.
- (c) Each candidate's instruction and field experience include (but are not limited to) the following components:
 - (i) Instruction and field experience for teaching comprehension skills, including strategies for developing student background knowledge and vocabulary, and explicit instruction in reading comprehension strategies such as analysis of text structure, summarizing, questioning, and making inferences.
 - (ii) Instruction and experience in teaching organized, systematic, explicit skills that promote fluent reading, including decoding skills and spelling patterns.
 - (iii) Instruction and experience in using diagnostic assessment strategies for individualized content-based reading instruction, and strategies for promoting the transfer of primary language reading skills into English language reading skills.
 - (iv) Instruction and experience in promoting the use of oral and written language in a variety of formal and informal settings including teaching writing strategies for increasing content knowledge.
- 7B(d) For each candidate, the study of reading and language arts includes the phonological/ morphological structure of the English language, and methodologically sound research on how students learn to read, including English language learners, students with reading difficulties, and students who are proficient readers.
- 7B(e) As a specific application of Standard 2, the institution provides adequate resources to staff content-based reading methods courses, including sufficient numbers of positions (including permanent positions) for instructional faculty and field supervisors, and provides sufficient resources to build communication and cooperation among faculty members, school district personnel and classroom teachers that reinforce connections between coursework and field experiences pertaining to content-based reading instruction.
- 7B(f) As a specific application of Standard 7, field experiences, student teaching assignments and internships are designed to establish cohesive connections among reading methods coursework, other related coursework and the practical experience components of the program, and include ongoing opportunities to participate in effective reading instruction that complies with current provisions of the California Education Code.
- 7B(g) As a specific application of Standard 8, the institution collaborates with district personnel in establishing criteria for the selection of classroom teachers to supervise candidates, and provides for careful and thorough communication and collaboration among field site supervisors, student teaching supervisors and

reading methods course instructors to assure modeling of effective practice, monitoring of candidate progress, and the assessment of candidate attainment of performance standards in reading, writing and related language instruction.

Program Standard 8: Pedagogical Preparation for Subject-Specific Content Instruction

Program Standard 8-A: Pedagogical Preparation for Subject-Specific Content Instruction by Multiple Subject (MS) Candidates

In subjects other than Reading-Language Arts, the professional teacher preparation program provides introductory coursework and supervised practice that begin to prepare each candidate for a Multiple Subject (MS) Teaching Credential to plan and deliver content-specific instruction consistent with state-adopted academic content standards for students and curriculum frameworks in the following major subject areas: mathematics, science, history-social science, the visual and performing arts, physical education, and health. In the program, MS candidates apply Teaching Performance Expectations (TPEs) to the teaching of each major subject area, and they learn and use specific pedagogical knowledge and skills that comprise the subject-specific TPEs for Multiple Subject Candidates. In each major subject area, MS candidates demonstrate basic ability to plan and implement instruction that fosters student achievement of state-adopted academic content standards for students, using appropriate instructional strategies and materials. In the program, candidates begin to interrelate ideas and information within and across the major subject areas.

Program Elements for Standard 8-A: Pedagogical Preparation for Subject-Specific Content Instruction by Multiple-Subject (MS) Candidates

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

8A(a) Mathematics. During interrelated activities in program coursework and fieldwork, MS candidates learn about the interrelated components of a balanced program of mathematics instruction: computational and procedural skills; conceptual understanding of the logic and structure of mathematics; and problem-solving skills in mathematics. They learn to (1) recognize and teach logical connections across major concepts and principles of the state-adopted academic content standards for students in mathematics (K – 8), (2) enable K – 8 students to apply learned skills to novel and increasingly complex problems; (3) model and teach students to solve problems using multiple strategies; (4) anticipate, recognize and clarify mathematical misunderstandings that are common among K – 8 students; (5) design appropriate assignments to develop student understanding, including appropriate problems and practice exercises; and (6) interrelate ideas and information within and across mathematics and other subject areas.

8A(b) Science. During interrelated activities in program coursework and fieldwork, MS candidates learn to (1) relate the state-adopted academic content standards for students in Science (K -8) to major concepts, principles and investigations in the science disciplines; (2) plan and implement instruction in which physical science, life science and earth science standards are achieved in conjunction with

the investigation and experimentation standards in the science subjects (K-8); (3) plan and organize effective laboratory and field activities in which K-8 students learn to ask important questions and acquire increasingly complex investigation skills; and (4) to interrelate ideas and information within and across science and other subject areas.

8A(c) *History-Social Science.* During interrelated activities in program coursework and fieldwork, MS candidates learn to (1) teach state-adopted academic content standards for students in history while helping students to learn and use basic analysis skills in history and social science; (2) enrich the study of history by drawing on social science concepts, case studies and cross-cultural activities; (3) incorporate basic critical thinking skills and study skills into content-based instruction; and (4) utilize active forms of social studies learning, including simulations, debates, research activities and cooperative projects. MS candidates begin to interrelate ideas and information within and across history/social science and other subject areas.

8A(d) *Visual and Performing Arts.* During interrelated activities in program coursework and fieldwork, MS candidates learn specific teaching strategies that are effective in achieving the goals of artistic perception; creative expression; understanding the cultural and historical origins of the arts; and making informed judgments about the arts. In the program, candidates learn to teach how various art forms relate to each other and to other subjects.

8A(e) *Physical Education.* During interrelated activities in program coursework and fieldwork, MS candidates learn content-specific teaching strategies that are effective in achieving the goals of the development of a variety of motor skills and abilities in students; student recognition of the importance of a healthy lifestyle; student knowledge of human movement; student knowledge of the rules and strategies of games and sports; and student self-confidence and self-worth in relation to physical education and recreation.

8A(f) *Health.* During interrelated activities in program coursework and fieldwork, MS candidates learn content-specific teaching strategies that are effective in achieving the goals of the acceptance of personal responsibility for lifelong health; respect for and promotion of the health of others; understanding of the process of growth and development; and informed use of health-related information, products, and services.

Program Standard 8-B: Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject (SS) Candidates

In the subject to be authorized by the Single Subject Teaching Credential, the professional teacher preparation program provides substantive instruction and supervised practice that effectively prepare each candidate for an SS Credential to plan and deliver content-specific instruction that is consistent with (1) the state-adopted academic content standards for students and/or curriculum framework in the content area, and (2) the basic principles and primary values of the underlying discipline. The program provides multiple opportunities for each SS candidate (1) to apply the

Teaching Performance Expectations (TPEs) in Appendix A to instruction in the subject to be authorized by the credential, and (2) to learn, practice and reflect on the specific pedagogical knowledge and skills that comprise the Commission adopted subject-specific TPEs. In the program, each SS candidate demonstrates basic ability to: plan and organize instruction to foster student achievement of state-adopted K-12 academic content standards for students in the subject area; use instructional strategies, materials, technologies and other resources to make content accessible to students; and interrelate ideas and information within and across major subdivisions of the subject.

Program Elements for Standard 8-B: Pedagogical Preparation for Subject-Specific Content Instruction by Single-Subject (SS) Candidates

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

- 8B(a) **Mathematics.** During interrelated activities in program coursework and fieldwork, SS mathematics candidates acquire a deep understanding of the interrelated components of a balanced program of mathematics instruction: computational and procedural skills; conceptual understanding of the logic and structure of mathematics; and problem solving skills in mathematics. They learn to (1) recognize and teach logical connections across major concepts and principles of the state-adopted K-12 academic content standards for students in Mathematics (7-12); (2) enable 7-12 students to apply learned skills to increasingly novel and complex problems; (3) demonstrate and teach multiple solution strategies for broad categories of problems; (4) anticipate, recognize and clarify mathematical misunderstandings that are common among 7-12 students; and (5) design exercises for practicing mathematics skills, including the selection of appropriate problems for practice exercises.
- 8B(b) **Science.** During interrelated activities in program coursework and fieldwork, SS science candidates learn to (1) relate the state-adopted K-12 academic content standards for students in Science (7-12) to major concepts, principles and investigations in the science disciplines; (2) plan and implement instruction in which physical science, life science and earth science standards are achieved in conjunction with the investigation and experimentation standards in the science subjects (7-12); and (3) plan and organize effective laboratory and/or field activities in which 7-12 students learn to ask important questions and conduct careful investigations.
- 8B(c) **History-Social Science.** During interrelated activities in program coursework and fieldwork, SS history/social science candidates learn and practice ways to (1) state-adopted K-12 academic content standards for students in History while helping students to use history-social science analysis skills at intermediate and advanced levels; (2) apply social science concepts to historical issues and enrich the study of history through in-depth case studies, historical literature, and cross-cultural activities; (3) encourage civic participation through studies of democratic civic values and constitutional principles; (4) deal honestly and accurately with

controversial issues in historical or contemporary contexts; (5) discuss important roles of religion in world and United States history without bias; (6) incorporate a range of critical thinking skills and academic study skills into social studies instruction; and (7) utilize active forms of social science learning with all students, including simulations, debates, research studies and cooperative projects.

- 8B(d) **English.** During interrelated activities in program coursework and fieldwork, SS English candidates learn and practice ways to: (1) teach advanced skills and understandings in the use of oral and written language as described in the state-adopted academic content standards for students in English Language Arts using specific methods such systematic comprehension support, analysis of informational and literary texts, use of technology for research support and editing, and direct instruction of various writing applications, strategies, and written and oral conventions; (2) understand how to teach the purposes and characteristics of the major genres of literature; (3) teach a strong literature, language, and comprehension program that includes oral and written language; and (4) increase their knowledge and skills of content based reading and writing methods, building on a foundation of linguistics that includes the phonological/morphological structure of the English language.
- 8B(e) **Art, Music or Drama.** During interrelated activities in program coursework and fieldwork, SS art, music and drama candidates learn, understand and use specific teaching strategies and activities for achieving the fundamental goals of the *Visual and Performing Arts Framework* including (1) processing sensory information through elements unique to art, music or drama (artistic perception); (2) producing works in art, music or drama (creative expression); (3) understanding the cultural and historical origins of art, music or drama (aesthetic valuing). In the program, candidates for SS Credentials are prepared to guide 7-12 students during the production of expressive works and in discussions that focus on analysis and interpretation of their own work and the work of others.
- 8B(f) **Physical Education.** During interrelated activities in program coursework and fieldwork, SS physical education candidates learn, understand and use content-specific teaching strategies for achieving the fundamental goals of the *Physical Education Framework* including (1) developing motor skills and abilities through varied activities, (2) developing health-enhancing levels of physical fitness, (3) knowing and understanding principles of human movement, and (4) practicing sportsmanship and social development in games and sports.
- 8B(g) **Languages Other than English.** During interrelated activities in program coursework and fieldwork, SS candidates learn to teach the fundamental goals of the *Foreign Language Framework* and to (1) teach in a proficiency-oriented program of foreign language instruction that facilitates substantive communication orally and in writing, (2) demonstrate a high level of proficiency in the language that allows them to conduct their classes with ease and confidence with varied instructional levels, (3) use appropriate and varied language with accuracy and fluency, (4) know structural rules and practical use

of the target language and validate the variation and usage of the home languages of their students. Each candidate is prepared to teach students to use the language of study to exchange information in a variety of contexts; assist students to develop proficiency in hearing, speaking, reading and writing the target language; enable students to understand cultures and societies in which the language is spoken; and develop students' insights into the nature of language.

- 8B(h) **Health Science.** During interrelated activities in program coursework and fieldwork, SS health science candidates learn to (1) plan and implement instruction based on the *Health Framework for California Public Schools*, (2) create a learning climate sensitive to the health-related needs of all students, (3) implement instructional strategies which result in students' understanding of scientifically based principles of health promotion and disease prevention, incorporating that knowledge into personal health-related attitudes and behaviors, and making good health a personal priority, (4) link instruction to the health of students' family, school and community, and (5) initiate instruction which enhances students' resiliency and supports their development of positive assets.
- 8B(i) **Agriculture.** During interrelated activities in program coursework and fieldwork, SS agriculture candidates learn, understand and use content-specific teaching strategies and instructional planning approaches appropriate to the subject area. In authorizations of Single Subject Teaching Credentials for agriculture, candidates for SS Credentials learn and practice important Teaching Performance Expectations during the teaching of the intended subject as envisioned in state and national policy frameworks.
- 8B(j) **Business Education.** During interrelated activities in program coursework and fieldwork, SS business candidates learn, understand and use content-specific teaching strategies and instructional planning approaches appropriate to the subject area. In authorizations of Single Subject Teaching Credentials for business education, candidates for SS Credentials learn and practice important Teaching Performance Expectations during the teaching of the intended subject as envisioned in state and national policy frameworks.
- 8B(k) **Home Economics.** During interrelated activities in program coursework and fieldwork, SS home economics candidates learn, understand and use content-specific teaching strategies and instructional planning approaches appropriate to the subject area. In authorizations of Single Subject Teaching Credentials for home economics, candidates for SS Credentials learn and practice important Teaching Performance Expectations during the teaching of the intended subject as envisioned in state and national policy frameworks.
- 8B(l) **Industrial Technology.** During interrelated activities in program coursework and fieldwork, SS industrial technology candidates learn, understand and use content-specific teaching strategies and instructional planning approaches appropriate to the subject area. In authorizations of Single Subject Teaching Credentials for industrial technology, candidates for SS Credentials learn and

practice important Teaching Performance Expectations during the teaching of the intended subject as envisioned in state and national policy frameworks.

Program Standard 9: Using Computer-Based Technology in the Classroom

In the professional teacher preparation program, each candidate learns and begins to use appropriately computer-based technology to facilitate the teaching and learning process. Each candidate demonstrates knowledge of current basic computer hardware and software terminology and demonstrates competency in the operation and care of computer related hardware. Each candidate demonstrates knowledge and understanding of the legal and ethical issues concerned with the use of computer-based technology. Each candidate demonstrates knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis and management in the instructional setting. Each candidate is able to select and evaluate digital media and software for effective use in relation to the adopted academic curriculum.

Program Elements for Standard 9: Using Computer-Based Technology in the Classroom

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

- 9(a) Each candidate is familiar with basic principles of operation of computer hardware and software, (e.g. cleaning input devices, avoiding proximity to magnets, proper startup and shut down sequences, scanning for viruses, and formatting storage media) and implements basic troubleshooting techniques for computer systems and related peripheral devices before accessing the appropriate avenue of technical support (e.g. checking the connections, isolating the problem components, distinguishing between software and hardware problems).
- 9(b) Each candidate uses computer applications to manage records (e.g. gradebook, attendance, and assessment records and to communicate through printed media (e.g. newsletters incorporating graphics and charts, course descriptions, and student reports).
- 9(c) Each candidate interacts with others using e-mail and is familiar with a variety of computer-based collaborative tools (e.g. threaded discussion groups, newsgroups, list servers, online chat, and audio/video conferences).
- 9(d) Each candidate examines a variety of current educational digital media and uses established selection criteria to evaluate materials, for example, multimedia, Internet resources, telecommunications, computer-assisted instruction, and productivity and presentation tools. (See California State guidelines and evaluations.)

- 9(e) Each candidate chooses software for its relevance, effectiveness, alignment with content standards, and value added to student learning.
- 9(f) Each candidate demonstrates competence in the use of electronic research tools (e.g. access the Internet to search for and retrieve information and the ability to assess the authenticity, reliability, and bias of the data gathered).
- 9(g) Each candidate considers the content to be taught and selects the best technological resources to support, manage, and enhance student learning in relation to prior experiences and level of academic accomplishment.
- 9(h) Each candidate analyzes best practices and research findings on the use of technology and designs lessons accordingly.
- 9(i) Each candidate demonstrates knowledge of copyright issues (e.g. distribution of copyrighted materials and proper citing of sources and of privacy, security, and safety issues (e.g. appropriate use of chatrooms, confidentiality of records including graded student work, publishing names and pictures of minors, and Acceptable Use Policies).

Category C

Preparation to Teach All Students in California Schools

Category C addresses major concepts and principles related to how teachers understand, approach and interact with their students. A critical component of effective professional teacher preparation is the development of an understanding of who comes to school and how a teacher's own knowledge and understandings of children and adolescents influence and impact the environment for student learning and student achievement. Equally important is the development of professional perspectives on teaching itself, including individual dispositions and a sense of efficacy. At the same time candidates must learn how schools function within the larger society, and become familiar with educational research that addresses the foundations of formal education, and its organization and implementation in contemporary contexts.

The program standards in Category C provide candidates opportunities to learn, practice and reflect on the environment for student learning, professional dispositions and perspectives toward student learning and the teaching profession, and the development of additional pedagogical skills for differentiating instruction for two unique groups of students, English learners and special needs students served in the mainstream classroom. These understandings and specific skills inform teachers as they differentiate instruction for their students based on their assessed academic achievement and are critical to the academic success of all children in the classroom.

Program Standard 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning

The professional teacher preparation program provides multiple opportunities for candidates to learn how personal, family, school, community and environmental factors are related to students' academic, physical, emotional and social well-being. Candidates learn about the effects of student health and safety on learning; and they study the legal responsibilities of teachers related to student health and safety. They learn and apply skills for communicating and working constructively with students, their families and community members. They understand when and how to access site-based and community resources and agencies, including social, health, educational and language services, in order to provide integrated support to meet the individual needs of each student.

Program Elements for Standard 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

- 10(a) Through planned prerequisite and/or professional preparation, each candidate studies, learns and begins to apply concepts and strategies that contribute to respectful and productive teacher relationships with families and local communities, with emphasis on:
 - (i) knowledge of major laws and principles that address student rights and parent rights pertaining to student placements;
 - (ii) the effects of family involvement on teaching, learning and academic achievement;
 - (iii) knowledge of and respect for diverse family structures, community cultures and child rearing practices;
 - (iv) effective communication with all families; and
 - (v) the variety of support and resource roles that families may assume within and outside the school.
- 10(b) Through planned prerequisite and/or professional preparation, each candidate studies, learns and begins to apply major concepts, principles, and values necessary to create and sustain a just, democratic society and applies them in school and classroom settings.
- 10(c) Through planned prerequisite and/or professional preparation, each candidate studies and learns major laws, concepts and principles related to student health and safety and begins to apply concepts and strategies that foster student health and contribute to a healthy environment for learning, with emphasis on:
 - (i) the health status of children and youth, its impact on students' academic achievement and how common behaviors of children and adolescents can foster or compromise their health and safety;

- (ii) common chronic and communicable diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school;
 - (iii) effective strategies for encouraging the healthy nutrition of children and youth; and
 - (iv) knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco; and ways to identify, refer, and support students and their families who may be at risk of physical, psychological, emotional or social health problems.
- 10(d) Through planned prerequisite and/or professional preparation, candidates begin to learn to anticipate, recognize and defuse situations that may lead to student conflict or violence. Candidates have opportunities to learn and practice effective strategies and techniques for crisis prevention and conflict management and resolution in ways that contribute to respectful, effective learning environments.
- 10(e) Through planned prerequisite and/or professional preparation, candidates learn about the range of social, health, educational and language-related service agencies and other resources that are available at school and off-campus, particularly ones that promote student health and school safety, and reduce school violence.

Program Standard 11: Preparation to Use Educational Ideas and Research

Through planned prerequisite and/or professional preparation, candidates learn major concepts, principles, theories and research related to child and adolescent development; human learning; and the social, cultural and historical foundations of education. Each candidate examines how selected concepts and principles are represented in contemporary educational policies and practices in California schools. Candidates define and develop their professional practice by drawing on their understanding of educational foundations and their contemporary applications.

Program Elements for Standard 11: Preparation to Use Educational Ideas and Research

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

- 11(a) ***Child and Adolescent Development.*** Through planned prerequisite and/or professional preparation, each candidate learns major concepts, principles, theories and research related to the cognitive, linguistic, social, emotional and physical development of children and adolescents. In the program, each candidate begins to use this knowledge to create learning opportunities that support student development, motivation and learning. The program provides opportunities for candidates to learn and apply developmentally appropriate teaching strategies during the supervised fieldwork sequence.
- 11(b) ***Theories of Learning.*** Through planned prerequisite and/or professional preparation, each candidate learns major concepts, principles and research associated with theories of human learning and achievement. In the program, candidates begin to rely on knowledge of human learning in designing, planning and delivering instruction.
- 11(c) ***Social, Cultural and Historical Foundations.*** Through planned prerequisite and/or professional preparation, each candidate learns major concepts and principles regarding the historical and contemporary purposes, roles and functions of education in American society. Candidates examine research regarding the social and cultural conditions of K-12 schools. In the program, candidates begin to draw on these foundations as they (1) analyze teaching/learning contexts; (2) evaluate instructional materials; (3) select appropriate teaching strategies to ensure maximum learning for all students; and (4) reflect on pedagogical practices in relation to the purposes, functions and inequalities of schools.

Program Standard 12: Professional Perspectives Toward Student Learning and The Teaching Profession

In the teacher preparation program, each candidate begins to develop a professional perspective on teaching that includes an ethical commitment to teach every student effectively and to develop as a professional educator. During interrelated coursework and fieldwork, candidates learn how social, emotional, cognitive and pedagogical factors impact student learning outcomes, and how a teacher's beliefs, expectations and behaviors strongly affect learning on the part of student groups and individuals. Each candidate accepts the responsibility of a teacher to provide equitable access for all students to core academic content, to promote student academic progress equitably and conscientiously, and to foster the intellectual, social and personal development of children and adolescents. Individually and collaboratively with colleagues, candidates examine and reflect on their teaching practices in relation to principles of classroom equity and the professional responsibilities of teachers.

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

Program Elements for Standard 12: Professional Perspectives Toward Student Learning

- 12(a) Through planned prerequisite and/or professional preparation,, candidates study different perspectives on teaching and learning, explore alternative conceptions of education, and develop professional perspectives that recognize the ethical and professional responsibilities of teachers toward the work of teaching and toward students.
- 12(b) Through planned prerequisite and/or professional preparation, Candidates learn about research on relationships between (1) the background characteristics of students and inequities in academic outcomes of schooling in the United States, and (2) teacher expectations and student achievement.
- 12(c) Through planned prerequisite and/or professional preparation, candidates learn the importance of challenging students to set and meet high academic expectations for themselves. Candidates learn how to use multiple sources of information, including qualitative and quantitative data, to assess students' existing knowledge and abilities, and to establish ambitious learning goals for students.
- 12(d) Through planned prerequisite and/or professional preparation, candidates learn why and how to consider students' prior knowledge, experiences, abilities and interests as they plan academic instruction. Through instruction and coaching, candidates assume the responsibility to maximize each learner's achievements by building on students' prior instruction and experience

- 12(e) Through planned prerequisite and/or professional preparation, candidates learn about the professional responsibilities of teachers related to the personal, social and emotional development of children and youth, while emphasizing the teacher's unique role in advancing each student's academic achievements.
- 12(f) Through planned prerequisite and/or professional preparation, candidates learn the benefits for students of collaborative, collegial planning by teachers and other adults in K-12 schools. On multiple occasions, each candidate works closely with one or more colleagues to design and deliver effective, coordinated instruction.

Preface: This standard functions in conjunction with Standards 7a & 7b on Reading. The competencies articulated in this standard are specific applications of Standard 7a, Elements (b) (f) & (I), and Standard 7b, Elements (a) (b) (c) & (d).

Program Standard 13: Preparation to Teach English Learners

In the professional teacher preparation program all candidates have multiple systematic opportunities to acquire knowledge, skills and ability to deliver comprehensive instruction to English Learners. Candidates learn about state and federal legal requirements for the placement and instruction of English Learners. Candidates demonstrate knowledge and application of pedagogical theories, principles and practices for English Language Development leading to comprehensive literacy in English, and for the development of academic language, comprehension and knowledge in the subjects of the core curriculum. Candidates learn how to implement an instructional program that facilitates English language acquisition and development, including receptive and productive language skills, and that logically progresses to the grade level reading/language arts program for English speakers. Candidates acquire and demonstrate the ability to utilize assessment information to diagnose students' language abilities, and to develop lessons that promote students' access and achievement in relation to state-adopted academic content standards. Candidates learn how cognitive, pedagogical and individual factors affect student's language acquisition.

Program Elements for Standard 13: Preparation to Teach English Learners

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

- 13(a) The program provides opportunities for candidates to understand the philosophy, design, goals and characteristics of school-based organizational structures designed to meet the needs of English learners, including programs for English language development and their relationship to the state-adopted reading/language arts student content standards and framework.
- 13(b) The program's coursework and field experiences include multiple systematic opportunities for candidates to learn, understand and effectively use materials, methods and strategies for English language development that are responsive to students' assessed levels of English proficiency, and that lead to the rapid acquisition of listening, speaking, reading and writing skills in English comparable to those of their grade level peers.
- 13(c) Through planned prerequisite and/or professional preparation, candidates learn relevant state and federal laws pertaining to the education of English learners, and how they impact student placements and instructional programs.

- 13(d) The program design provides each candidate opportunities to acquire knowledge of linguistic development, first and second language acquisition and how first language literacy connects to second language development.
- 13(e) The program's coursework and field experiences include multiple systematic opportunities for candidates to understand and use instructional practices that promote English language development, including management of first- and second-languages, classroom organization, and participation by specialists and paraprofessionals.
- 13(f) The program's coursework and field experiences include multiple systematic opportunities for candidates to acquire, understand and effectively use systematic instructional strategies designed to make grade-appropriate or advanced curriculum content comprehensible to English learners.
- 13(g) Through coursework and field experiences candidates learn and understand how to interpret assessments of English learners. Candidates understand the purposes, content and uses of California's English Language Development Standards, and English Language Development Test. They learn how to effectively use appropriate measures for initial, progress monitoring, and summative assessment of English learners for language development and for content knowledge in the core curriculum.
- 13(h) The program is designed to provide opportunities for candidates to learn and understand the importance of students' family backgrounds and experiences

Standard 14: Preparation to Teach Special Populations in the General Education Classroom

In the professional teacher preparation program, each candidate develops the basic knowledge, skills and strategies for teaching special populations including students with disabilities, students on behavior plans, and gifted students in the general education classroom. Each candidate learns about the role of the general education teacher in the special education process. Each candidate demonstrates basic skill in the use of differentiated instructional strategies that, to the degree possible, ensure that all students have access to the core curriculum. Each candidate demonstrates the ability to create a positive, inclusive climate of instruction for all special populations in the general classroom.

Program Elements for Standard 14

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

- 14(a) Through planned prerequisite and/or professional preparation, each candidate learns about major categories of disabilities.
- 14(b) Through planned prerequisite and/or professional preparation, each candidate learns relevant state and federal laws pertaining to the education of exceptional populations, as well as the general education teacher's role and responsibilities in the Individual Education Program (IEP) process, including: identification; referral; assessment; IEP planning and meeting; implementation; and evaluation.
- 14(c) Through planned prerequisite and/or professional preparation, each candidate is provided with a basic level of knowledge and skills in assessing the learning and language abilities of special population students in order to identify students for referral to special education programs and gifted and talented education programs.
- 14(d) Through planned prerequisite and/or professional preparation, each candidate learns to select and use appropriate instructional materials and differentiated teaching strategies to meet the needs of special populations (those with disabilities as well as those who are gifted) in the general education classroom.
- 14(e) Through planned prerequisite and/or professional preparation, each candidate learns the skills to plan and deliver instruction to those identified as students with special needs and/or those who are gifted that will provide these students access to the core curriculum.
- 14(f) Through planned prerequisite and/or professional preparation, each candidate learns skills to know when and how to address the issues of social integration for students with special needs who are included in the general education classroom.

Category D

Supervised Fieldwork in the Program

Teaching practice is supported by important educational concepts and informed by recent theoretical research as reflected in Categories A-C. Another critical dimension of teacher preparation is learning to practice effectively and reflectively in K-12 schools and classrooms. The important functions of professional preparation programs include designing sequences of fieldwork activities, selecting fieldwork sites and supervisors, screening the qualifications of candidates for daily teaching responsibilities, monitoring their progress, and providing valuable feedback regarding their performances. The roles of certificated school teachers and principals in planning, implementing and assessing these fieldwork functions are especially significant for these potential teachers.

Preparation of Supervised Student Teachers. Traditional patterns of supervised student teaching are widespread in California. Typically, student teachers are admitted to programs of professional preparation and they begin participating in supervised fieldwork concurrently with early coursework in professional education. The sequence of a student teacher's field activities gradually leads to teaching on a daily basis in a classroom where the instructor-of-record is a certificated teacher who oversees, guides, supports and assesses the student teacher's emerging practice. Concurrently, institutional supervisors assist supervising teachers and candidates as they connect their daily observations and decisions to principles of effective practice. Although fieldwork sequences vary greatly among student teaching programs, the quality and effectiveness of the fieldwork sequence is uniformly considered to be critically important.

Preparation of Supervised Intern Teachers. Internship teaching programs are almost as widespread as traditional student teaching programs in California. The primary distinctions between interns and student teachers are (1) all interns have already fulfilled the state's subject-matter requirement for teaching credentials, and (2) interns serve as instructors-of-record during their preparation. Interns complete a program of professional preparation, including intern teaching, for a teaching credential. The program design has two major components, (1) a curriculum of professional coursework and individual study that rigorously addresses pedagogical theory, research and practice; and (2) intern teaching that is supervised, supported and assessed by knowledgeable, well-prepared professionals. To address these two program types, the standards of quality in Categories A-E have been drafted to apply to internship programs as well as student teaching programs.

Glossary for Category D

Supervised Student Teaching	A type of fieldwork and a period of preparation in which a candidate for a teaching credential gradually assumes daily responsibility for whole-class instruction with the cooperation, guidance and supervision of an institutional supervisor and one or more certificated teachers who are instructors-of-record for the classes.
Supervised Intern Teaching	A type of fieldwork and a period of preparation in which a candidate for a teaching credential holds an internship teaching credential, is employed by a local education agency, and assumes daily responsibility for whole-class instruction as assigned by the employing agency with the guidance and supervision of an institutional supervisor and one or more certificated educators who serve in the intern's school.
Early Field Experiences	A set of planned activities in which a candidate or prospective candidate gains experience in working with children and adolescents in organizational settings such as K-12 classrooms, youth clubs, extracurricular activities at K-12 schools, tutoring programs and informal or specialized educational programs. Some early field experiences may occur prior to admission to the program.
Supervised Fieldwork	Activities in K-12 schools that are designed, planned, assigned and monitored by the sponsor of a professional preparation program with the cooperation of a local education agency. They include but are not limited to: classroom, school and community visitations and observations, consultations with educators; tutoring; instruction of small groups; occasional whole-class instruction; and the period of daily responsibility for whole-class instruction.
Structured Sequence of Supervised Fieldwork	A set of fieldwork activities designed, planned, assigned and monitored by the sponsors of a teacher preparation program in a specific sequence to provide a gradual transition from observation and practice to daily teaching to daily responsibility for whole class instruction.
Daily Teaching	A level of pre-professional responsibility in which a credential candidate plans and delivers whole class instruction on a part-time basis, commensurate with the candidate's developing skills.
Daily Responsibility for Whole-Class Instruction	A level of pre-professional responsibility in which a credential candidate plans and delivers whole-class instruction on a full time basis to at least one class of K-12 students daily.

Hard-to-Staff Schools	Public schools (K-12) in which teacher turnover is high, and recruitment of new teachers is a consistent annual process affecting ten per cent or more of faculty.
Under-Performing Schools	Public schools (K-12) in which the Academic Performance Index (API) was below the 50 th percentile relative to other public schools and who failed to meet growth targets during the year prior to or concurrent with fieldwork in a program of professional teacher preparation.
K-12 Grading Period	A period of time during the teaching year that culminates in a report on student progress in the subjects of the curriculum. This period is understood to be normally equivalent to an academic quarter, or eleven weeks.
Memorandum of Understanding for Internships	A documented agreement between the institutional sponsor of a professional preparation program and a local education agency that sets forth the agreed roles and responsibilities of the parties in the preparation, supervision and assessment of one or more intern teachers in an internship teaching program.

Program Accreditation Precondition X: Assessment of Candidates' Subject Matter Preparation

The sponsor of a professional teacher preparation program assesses each candidate's standing in relation to required subject matter preparation during the admissions process. The program admits only those candidates who meet *one* of the following criteria:

- (a) the candidate provides evidence of having passed the appropriate subject matter examination(s); or
- (b) the candidate provides evidence of having completed an approved subject-matter waiver program; or
- (c) the candidate provides evidence of having attempted the appropriate subject matter examination(s); or
- (d) the candidate provides evidence of matriculation and continuous progress in an approved subject matter waiver program.

Program Standard 15: Learning to Teach Through Supervised Fieldwork

The professional teacher preparation program includes a developmental sequence of carefully-planned, substantive, supervised field experiences in public schools selected by the program sponsor. By design, this supervised fieldwork sequence (1) extends candidates' understanding of major ideas and emphases developed in program and/or prerequisite coursework, (2) contributes to candidates' fulfillment of the Teaching Performance Expectations, and (3) contributes to candidates' preparation for the Teaching Performance Assessment (TPA) in the program. To qualify for a Preliminary Level I Teaching Credential, each candidate (1) satisfactorily completes a planned sequence of supervised school-based experiences that contribute to her/his preparation to serve as a competent beginning teacher in an induction program, and (2) verifies the effectiveness of this preparation by passing the TPA.

Program Elements for Standard 15: Learning to Teach Through Supervised Fieldwork

An accreditation team determines whether the preliminary teacher education program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

Elements Applicable to a Program with Supervised Student Teaching

- 15(a) The structured sequence of supervised fieldwork includes a formal process for determining the readiness of each student teacher for advancement to daily responsibility for whole-class instruction in the program. Prior to or during the program, each candidate observes, discusses, reflects on and participates in important aspects of teaching, and teaches individual students and groups of students before being given daily responsibility for whole-class instruction. Prior to or during the program each candidate observes and participates in two or more K-12 classrooms, including classrooms in hard-to-staff and/or underperforming schools.
- 15(b) Prior to or during the program each Multiple Subject Teaching Credential candidate observes and participates at two or more of the following grade spans: K-2, 3-5, and 6-8.
- 15(c) Prior to or during the program each Single Subject Teaching Credential candidate observes and participates in two or more subject-specific teaching assignments that differ in content and/or level of advancement.

Element Applicable to a Program with Supervised Internship Teaching

- 15(d) The sponsor of a program with supervised internship teaching collaborates with the cooperating local education agency(ies) in designing (1) site-based supervision of instruction during each intern's period of daily teaching responsibility and (2) a structured sequence of supervised fieldwork that includes planned observations, consultations, reflections and individual and small-group teaching opportunities, as needed, prior to or concurrent with the intern's advancement to daily responsibility for whole-class instruction in the program. In addition, when an intern is the teacher of record, each intern observes and participates in the instruction of students in settings and grade levels different than the regular assignment.

Elements Applicable to All Programs of Professional Teacher Preparation

- 15(e) During the supervised fieldwork sequence, all candidates plan and practice multiple strategies for managing and delivering instruction that were introduced and examined in program and/or prerequisite coursework. As part of the sequence, all candidates complete individual assignments and group discussions in which coursework-based strategies are used and reviewed in relation to (1) state-adopted student academic content standards and curriculum frameworks; (2) students' needs, interests and accomplishments; and (3) the observed results of the strategies.
- 15(f) During the supervised fieldwork sequence, program sponsors ensure that candidates have extensive opportunities to observe, acquire and utilize important pedagogical knowledge, skills and abilities, including those defined in the Teaching Performance Expectations in Appendix A.
- 15(g) During the supervised student teaching, each candidate is supervised in daily teaching for a minimum of one K-12 grading period, culminating in a full-day teaching assignment of at least two weeks, commensurate with the authorization of the recommended credential. As part of this experience, or in a different setting if necessary, each candidate teaches in public schools, experiences all phases of a school year on-site and has significant experiences teaching English learners.

Program Standard 16: Selection of Fieldwork Sites and Qualifications of Field Supervisors

In addition to the provisions of Common Standard 7, sponsors of the professional teacher preparation program select each school site for candidate field experiences based on a sound rationale related to the professional preparation of candidates. In addition to the provisions of Common Standard 8, sponsors of the program effectively appraise the qualifications of school-based supervisors; provide for their role-specific orientation and preparation; and communicate with them about responsibilities, rights and expectations pertaining to candidates and supervisors.

Program Elements for Standard 16: Selection of Fieldwork Sites and Qualifications of Field Supervisors (Applicable to All Programs)

An accreditation team determines whether the preliminary teacher education program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

- 16(a) For all candidates, program sponsors and cooperating school administrators select fieldwork sites and classrooms based on the effectiveness of observed teaching and learning. Except in unusual, unanticipated circumstances, fieldwork assignments occur at pre-selected sites where the state adopted academic core curriculum is effectively implemented. Program sponsors and cooperating administrators provide opportunities for each candidate to work with exemplary certificated teachers in fieldwork assignments, including assignments in low-performing and/or hard-to-staff schools and/or assignments with English Language Learners.
- 16(b) Program sponsors and school-site representatives clearly outline and consistently follow criteria and procedures for selecting teachers to supervise field experiences in the program. Selection criteria are consistent with the supervising teacher's specified roles and responsibilities, and include knowledge of state-adopted content standards for students and effectiveness in collaborating and communicating with other professional teachers.
- 16(c) In the program, each teacher who supervises a candidate during a period of daily responsibility for whole-class instruction holds a valid credential that authorizes the teaching assignment. Each candidate's teaching of English Learners (EL) is supervised by a teacher who holds a valid EL teaching authorization.
- 16(d) Program sponsors and cooperating school administrators enable supervising teachers to complete, as needed, planned professional training to develop their understanding of: the professional development of beginning teachers; the Teaching Performance Expectations for Level I Teaching Credentials; state-adopted academic content standards for students; theory-practice relationships in the program's curriculum; and effective professional communication with student teachers and intern teachers.

- 16(e) Individuals selected to provide professional development to supervising teachers (1) are experienced and effective in supervising credential candidates; (2) know and understand current educational theory and practice, the sponsors' expectations for supervising teachers, state-adopted academic content standards and frameworks, and the developmental stages of learning-to-teach; (3) model collegial supervisory practices that foster success among credential candidates; and (4) promote reflective practice.

- 16(f) In consultation with cooperating school and district administrators, program sponsors communicate to all fieldwork participants, orally and in writing, the clearly-defined roles and responsibilities of candidates, institutional supervisors, and supervising teachers in the supervised fieldwork sequence. Each teacher who supervises a candidate during a period of daily whole-class instruction is well-informed about (1) performance expectations for the candidate's teaching and pertaining to his/her supervision of the candidate, and (2) procedures to follow when the candidate encounters problems in teaching.

Program Standard 17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence

Qualified members of the professional teacher preparation program determine and document the satisfactory qualifications and developmental readiness of each candidate prior to (1) being given instructional responsibilities with K-12 students and (2) being given daily whole-class instructional responsibilities in a K-12 school.

Program Elements for Standard 17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence

An accreditation team determines whether the preliminary teacher education program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

- 17(a) Criteria for advancing candidates into and through the supervised fieldwork sequence include the professional perspectives specified in Program Standard 11. Each candidate who is not advanced on the basis of these criteria is advised of the reasons for non-advancement, and of appropriate next steps.
- 17(b) Each candidate fulfills the state basic skills requirement and the state subject matter requirement prior to being given daily responsibility for whole-class instruction—in a K-12 school, except in limited, unusual circumstances as determined by the institution for individual candidates.
- 17(c) Prior to becoming the teacher of record, each intern teacher must demonstrate fundamental ability to teach in the major domains of the Teaching Performance Expectations, with an initial emphasis on the TPE's most critical to the earliest phases of teaching, and a recursive examination of all the TPE's throughout the professional preparation program.

Program Standard 18: Pedagogical Assignments and Formative Assessments During the Program

As each candidate progresses through the program of sequenced coursework and supervised fieldwork, pedagogical assignments and tasks are increasingly complex and challenging. During the program, the candidate's pedagogical assignments (1) address the Teaching Performance Expectations (TPEs) as they apply to the subjects to be authorized by the credential, and (2) closely resemble the pedagogical tasks that comprise the teaching performance assessment (TPA) in the program. Pedagogical assignments and tasks are clearly defined; the candidate is appropriately coached and assisted (as needed) in the satisfactory completion and repetition (as needed) of pedagogical tasks and assignments. Qualified supervisors formatively assess each candidate's pedagogical performance in relation to the TPEs. The candidate receives complete, accurate and timely performance feedback and suggestions for improved practice, as needed.

Program Elements for Standard 18: Pedagogical Assignments and Formative Assessments During the Program

An accreditation team determines whether the preliminary teacher education program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

- 18(a) During the supervised fieldwork sequence, the assigned tasks of student teachers become more complex and address increasingly important aspects of a teacher's work in delivering the school curriculum to students of varying backgrounds and abilities. Supervisors of intern teachers draw their attention to increasingly complex aspects of their teaching responsibilities and expect candidates to make adjustments and improvements in these aspects of teaching, as needed.
- 18(b) In the supervised fieldwork sequence, the pedagogical assignments and tasks of Multiple Subject Teaching Credential candidates address: (1) the full range of Teaching Performance Expectations (TPEs) as they apply to and/or are used in the teaching of reading; (2) the major domains of the TPEs as they apply to and/or are used in the teaching of mathematics, science, history-social science, the arts, physical education and health, and (3) TPE 8 as it applies to and/or is used in the teaching of English language development.
- 18(c) In the supervised fieldwork sequence, the pedagogical assignments and tasks of Single Subject Teaching Credential candidates address: (1) the full range of TPEs as they apply to and/or are used in the teaching of major subdivisions of the subject to be authorized by the credential, and (2) the major domains of the TPEs as they apply to and/or are used in the teaching of reading, and (3) TPE 8 as it applies to specially-designed academic instruction delivered in English.
- 18(d) By design, pedagogical tasks and assignments in the supervised fieldwork sequence provide opportunities for each candidate to practice performing in relation to the TPEs, and to have her/his performances assessed formatively by

one or more supervisors who know and understand the *California Standards for the Teaching Profession* and have completed Assessor Training pursuant to Standard 20. The formative assessment of each candidate addresses the TPEs as specified in Program Elements (b) and (c).

- 18(e) Each candidate's supervisors guide and assist the candidate, as needed, in completing assigned tasks that resemble pedagogical assessment tasks in the TPA. Each candidate clearly understands her/his assignments and tasks in the supervised fieldwork sequence. Supervisors and advisors are available to clarify and review the program's expectations for candidates' responsibilities. Each member of the program staff assists and supports candidates in learning a broad range of the TPEs in Appendix A.
- 18(f) In the supervised fieldwork sequence, candidates regularly receive performance feedback that addresses the TPEs as specified in Elements (b) and (c); accurately portrays observed performance levels in relation to adopted scoring rubrics; and occurs soon after tasks and assignments have been completed.
- 18(g) Program sponsors and collaborating school administrators provide for frequent consultation among course instructors, program-based supervisors and school-based supervisors in planning candidates' pedagogical assignments and tasks in required coursework and supervised fieldwork.

Category E

Summative Performance Assessment in the Program

Senate Bill 2042, the legislation that initiated the standards in Categories A-D, requires that “each program (of professional teacher preparation) shall include a teaching performance assessment” that fulfills “assessment and performance standards” to be established and implemented by the Commission. The legislation anticipated that teaching performance assessments will be “embedded” in programs, where candidates will be required to pass the assessments in order to qualify for state teaching credentials.

The new law established two prominent ways for a program sponsor to incorporate a teaching performance assessment into a professional teacher preparation program. First, a program sponsor may “voluntarily develop an assessment for approval by the Commission.” Second, the program sponsor may adopt and implement a “Commission-sponsored assessment” in part by “participating in an assessment training program for assessors” that is offered by the Commission. A sponsor’s accountability to the standards in Category E depends on which of these alternatives the sponsor elects to pursue.¹

In Category E, Program Standards 19 and 20 describe acceptable levels of quality in the *design* and *development* of a teaching performance assessment, and serve as the basis for reviewing and approving assessments that program sponsors propose for subsequent use in their programs. Program Standards 21 through 23 describe acceptable levels of quality in the *implementation* and *administration* of an assessment that is embedded in a program of professional teacher preparation.

A program sponsor that elects to voluntarily develop an assessment for approval by the Commission must fulfill all five standards in Category E. Sponsors that elect this option are subject to Program Standards 19-20 during the “proposal and approval phase” of the process.² They are accountable to Standards 21-23 during the implementation and administration phase of the assessment.

When SB 2042 was enacted, the Commission began to develop an assessment of teaching performance for embedded use in accredited programs of professional teacher preparation. The Commission is committed to an assessment design and development process that fully satisfies Standards 19 and 20. Accordingly, a program sponsor that elects to adopt and implement the Commission-sponsored assessment or asks the Commission to assess its candidates will have fulfilled Standards 19 and 20. To achieve

¹ The law also established a third option for programs to have their candidates assessed as directed or conducted by the Commission, but this option will be available only in exceptional circumstances.

² Pursuant to state law, the Commission will “establish a review panel to examine each assessment developed by an institution or agency in relation to the standards set by the Commission (which are Standards 19 and 20) and advise the Commission regarding approval of each assessment system.”

initial and continuing accreditation, these programs are accountable to Standards 21-23 as they implement and administer the Commission-designed assessment.

Because each assessment of teaching performance is a “high-stakes assessment” for all participants, the standards in Category E focus on assessment fairness, validity and accuracy. Like the standards in Categories A-D, the “assessment quality standards” in Category E view teaching as a multi-dimensional activity in which the dimensions of teaching need to cohere to form a teacher’s professional practice. Each assessment of teaching performance will therefore need to focus on pedagogical assessment tasks that resemble teaching in its complexity, subtlety and effectiveness, and whose modalities resemble professional learning activities that are common in preparation programs.

With the assistance of the SB 2042 Advisory Panel and two independent contractors, the Commission is developing *Teaching Performance Expectations* (TPEs) that will be valid, multi-dimensional descriptions of teaching in California public schools (K-12). Each TPE adopted by the Commission will describe a complex, significant domain or subdomain of pedagogical competence for credential candidates. The TPEs are being aligned with the state-adopted academic content standards for students, the state-adopted curriculum frameworks, and the *California Standards for the Teaching Profession*, as required by law. The TPEs comprehensively describe pedagogical knowledge, skills and abilities that are most important for teaching the curriculum and student population of California’s public schools. Because the TPEs will have strong content validity, all teaching performance assessments will be required to assess them.

The Commission will also develop scoring scales to describe multiple performance levels, including levels that are acceptable and not acceptable for earning Preliminary Teaching Credentials. To prompt scorable candidate performances, the Commission will also develop pedagogical assessment tasks that candidates will perform when they participate in the Commission-designed assessment. Passing standards on the multi-task assessment will also be developed by the Commission. After the Commission adopts these components of the standardized assessment, the Commission will periodically review and evaluate them.

The Commission recognizes that its teaching performance assessment must have strong content validity, be reliably scorable, and be administratively feasible in California. The Commission supported the work of an Assessment Task Force (SB 2042) whose members examined professional standards of educational assessment; learned about assessment systems at the national, state and local levels; consulted with assessment authorities with international reputations; and then drafted the standards in Category E.

The Commission’s responsibility is to design and develop a proto-type assessment to be used solely to judge the pedagogical competence of candidates for Preliminary Multiple Subject and Single Subject Teaching Credentials. The Commission will dissuade others from using the assessment for different purposes such as employment decisions or graduate school admissions. The Commission is not responsible for misuses of an assessment designed for state teacher certification. Program sponsors that voluntarily develop their own assessments will, in response to Standards 19-20, assume responsibility for using their assessments and their assessment results appropriately.

Fairness to candidates is the preeminent principle that underlies the standards in Category E. Regardless of whether a program sponsor uses the Commission-designed assessment or an alternative assessment, effective implementation of Standards 21-23 is essential for the fair, equitable implementation of an assessment component of a teacher certification system. This responsibility characterizes the sponsors of all programs under the new provisions of law according to SB 2042.

When the standards in Category E were being drafted, attention was given to the anticipated costs of teaching performance assessments. Professional teacher preparation programs are currently required to assess the performances of credential candidates according to current Standard 21 on *Determination of Candidate Competence*. Pursuant to SB 2042, the standards in Category E replace current Standard 21, so the resources used to fulfill Standard 21 are assumed to be available for implementing Category E, which will cost more than Standard 21. According to SB 2042, Category E will become operative in the accreditation system when sufficient resources are allocated for its effective implementation. Otherwise, a more modest replacement for current Standard 21 will need to be adopted. Once the Commission has designed the major components of a teaching performance assessment, its costs can be estimated and the resources for it can be recommended as part of the ongoing State budget process.

Program Standard 19: Assessment Designed for Validity and Fairness
(Standard 19 Applies to Programs that Request Approval of Alternative Assessments)

The sponsor of the professional teacher preparation program requests approval of a Teaching Performance Assessment in which complex pedagogical assessment tasks and multi-dimensional scoring scales are linked to the Teaching Performance Expectations (TPEs) in Appendix A. The program sponsor clearly states the intended uses of the assessment, anticipates its potential misuses, and ensures that local uses are consistent with the statement of intent. The sponsor maximizes the fairness of assessment design for all groups of candidates in the program, and ensures that the passing standard on the assessment is equivalent to or more rigorous than the standardized assessment.

Required Elements for Standard 19: Assessment Designed for Validity and Fairness

- 19(a) The Teaching Performance Assessment includes complex pedagogical assessment tasks to prompt aspects of candidate performance that are strongly related to the TPEs. Each task is substantively related to two or more major domains of the TPEs. For use in judging candidate-generated responses to pedagogical tasks, the assessment includes a multi-dimensional scoring scale that clearly measures the TPEs. Collectively, the tasks and scales in the assessment address all major domains of the TPEs. The sponsor of the professional teacher preparation program documents the relationships between TPEs, tasks and scales.
- 19(b) To preserve the validity and fairness of the assessment over time, the sponsor develops and field-tests new pedagogical assessment tasks and multi-dimensional scoring scales to replace prior ones. Initially and periodically, the sponsor analyzes the assessment tasks and scoring scales to ensure that they yield important evidence that represents candidate knowledge and skill related to the TPEs, and serves as a basis for determining entry-level pedagogical competence to teach the curriculum and student population of California's K-12 public schools. The sponsor records the basis and results of each analysis, and modifies the tasks and scales as needed.
- 19(c) Consistent with the language of the TPE(s), the sponsor defines scoring scales so different candidates for credentials can earn acceptable scores on the Teaching Performance Assessment with the use of different pedagogical practices that support implementation of the K-12 content standards and curriculum frameworks. The sponsor takes steps to plan and anticipate the appropriate scoring of candidates who use pedagogical practices that are educationally effective but not explicitly anticipated in the scoring scales.
- 19(d) The sponsor develops scoring scales and assessor training procedures that focus primarily on teaching performance and that minimize the effects of candidate factors that are not clearly related to pedagogical competence, which may include (depending on the circumstances) factors such as personal attire, appearance, demeanor, speech patterns and accents that are not likely to affect student learning.

- 19(e) The sponsor publishes a clear statement of the intended uses of the assessment. The statement demonstrates the sponsor's clear understanding of the high-stakes implications of the assessment for candidates, the public schools, and K-12 students. The statement includes appropriate cautions about additional or alternative uses for which the assessment is not valid. Before releasing information about the assessment design to another organization, the sponsor informs the organization that the assessment is valid only for determining the pedagogical competence of candidates for initial teaching credentials in California.
- 19(f) All elements of assessment design and development are consistent with the intended use of the assessment for determining the pedagogical competence of candidates for Preliminary Teaching Credentials in California.
- 19(g) The sponsor completes content review and editing procedures to ensure that pedagogical assessment tasks and directions to candidates are culturally and linguistically sensitive, fair and appropriate for candidates from diverse backgrounds. The sponsor ensures that groups of candidates interpret the pedagogical tasks and the assessment directions as intended by the designers, and that assessment results are consistently reliable for each major group of candidates.
- 19(h) The sponsor completes psychometric procedures (such as studies of differential item functioning) to identify pedagogical assessment tasks and/or scoring scales that show differential effects in relation to candidates' race, ethnicity, language, gender or disability. When group pass-rate differences are found, the sponsor investigates to determine whether the differences are attributable to (a) inadequate representation of the TPEs in the pedagogical tasks and/or scoring scales, or (b) over-representation of irrelevant skills, knowledge or abilities in the tasks/scales. The sponsor acts promptly to maximize the fairness of the assessment for all groups of candidates.
- 19(i) In designing assessment administration procedures, the sponsor includes administrative accommodations that preserve assessment validity while addressing issues of access for candidates with disabilities.
- 19(J) In the course of developing a passing standard that is demonstrably equivalent to or more rigorous than that of the State, the sponsor secures and reflects on the considered judgments of teachers, the supervisors of teachers, the mentors of new teachers, and other preparers of teachers regarding necessary and acceptable levels of proficiency on the part of entry-level teachers. The sponsor periodically re-considers the reasonableness of the scoring scales and the passing standard.

Program Standard 20: Assessment Designed for Reliability and Fairness
(Standard 20 Applies to Programs that Request Approval of Alternative Assessments)

The sponsor of the professional teacher preparation program requests approval of an assessment that will yield, in relation to the major domains of the TPEs, enough collective evidence of each candidate's pedagogical performance to serve as an adequate basis to judge the candidate's general pedagogical competence for a Preliminary Teaching Credential. The sponsor carefully monitors assessment development to ensure consistency with the stated purpose of the assessment. The Teaching Performance Assessment includes a comprehensive program to train and re-train assessors. The sponsor periodically evaluates assessment design to ensure equitable treatment of candidates. The assessment design and its implementation contribute to local and statewide consistency in the assessment of teaching competence.

Required Elements for Standard 20: Assessment Designed for Reliability and Fairness

- 20(a) In relation to each major domain of the TPEs, the pedagogical assessment tasks and the associated directions to candidates are designed to yield enough evidence for an overall judgment of each candidate's pedagogical qualifications for a Preliminary Teaching Credential. For a high-stakes assessment, the documented sufficiency of candidate performance evidence is based on thorough field-testing of pedagogical tasks, scoring scales, and directions to candidates.
- 20(b) Pedagogical assessment tasks and scoring scales are extensively field-tested in practice before being used operationally in the Teaching Performance Assessment. The sponsor of the program evaluates the field-test results thoroughly and documents the field-test design, participation, methods, results and interpretation.
- 20(c) As an integral part of the Teaching Performance Assessment, the program sponsor requests approval of a comprehensive program to train assessors who will score candidate responses to the pedagogical assessment tasks. An assessor training pilot program demonstrates convincingly that prospective and continuing assessors gain a deep understanding of the TPEs, the pedagogical assessment tasks and the multi-dimensional scoring scales. The training program includes task-based scoring trials in which an assessment trainer evaluates and certifies each assessor's scoring accuracy in relation to the scoring scale associated with the task. When new pedagogical tasks and scoring scales are incorporated into the assessment, the sponsor provides additional training to the assessors, as needed.

- 20(d) In conjunction with the provisions of Standard D, the sponsor plans and implements periodic evaluations of the assessor training program, which include systematic feedback from assessors and assessment trainers, and which lead to substantive improvements in the training as needed.
- 20(e) The program sponsor requests approval of a detailed plan for the scoring of selected assessment tasks by two trained assessors for the purpose of evaluating the reliability of scorers during field-testing and operational administration of the assessment. The subsequent assignment of one or two assessors to each assessment task is based on a cautious interpretation of the evaluation findings.
- 20(f) The sponsor carefully plans successive administrations of the assessment to ensure consistency in elements that contribute to the reliability of scores and the accurate determination of each candidate's passing status, including consistency in the difficulty of pedagogical assessment tasks, levels of teaching proficiency that are reflected in the multi-dimensional scoring scales, and the overall level of performance required by the passing standard on the assessment.
- 20(g) Among the pedagogical tasks in the assessment, the sponsor includes *anchoring tasks* that are developed by the Commission for the purpose of ensuring statewide consistency in performance scoring and in the determination of candidate competence for Preliminary Teaching Credentials.
- 20(h) The sponsor ensures equivalent scoring across successive administrations of the assessment and between state and local assessments by: using marker performances to facilitate the training of first-time assessors and the further training of continuing assessors; monitoring and recalibrating local scoring through third-party reviews of scores that have been assigned to candidate responses to assessment tasks; and periodically studying proficiency levels reflected in the overall passing standard.
- 20(i) The sponsor investigates and documents the consistency of scores among assessors and across successive administrations of the assessment, with particular focus on the reliability of scores at and near the passing standard. To ensure that the overall construct being assessed is cohesive, the sponsor demonstrates that scores on each pedagogical task are sufficiently correlated with overall scores on the remaining tasks in the assessment. The sponsor demonstrates that the assessment procedures, taken as a whole, maximize the accurate determination of each candidate's overall pass-fail status on the assessment.
- 20(j) The sponsor's assessment design includes an appeal procedure for candidates who do not pass the assessment, including an equitable process for rescoring of evidence already submitted by an appellant candidate in the program.

Program Standard 21: Assessment Administered for Validity, Accuracy and Fairness

The sponsor of the professional teacher preparation program implements the Teaching Performance Assessment according to the assessment design. In the program, candidate responses to pedagogical assessment tasks are scored in a manner that ensures strong consistency of scoring among assessors, particularly in relation to the adopted passing standard. The program sponsor periodically monitors the administration, scoring and results of the assessment to ensure equitable treatment of candidates. Prior to initial assessment, each candidate receives the *Teaching Performance Expectations* and clear, accurate information about the nature of the assessment and the pedagogical tasks.

Required Elements for Standard 21: Assessment Administered for Validity, Accuracy and Fairness

- 21(a) The sponsor of the program implements the assessment design, administers the pedagogical assessment tasks, uses the scoring scales, secures the scoring services of trained assessors, and oversees the TPE-based scoring of candidate performances to ensure assessment accuracy and equitable treatment of candidates.
- 21(b) The sponsor plans and implements successive administrations of the assessment to ensure consistency in assessment procedures that contribute to the reliability of scores and the accurate determination of each candidate's passing status.
- 21(c) The sponsor annually reviews and documents the distribution of scores across administrations and among assessors in an ongoing effort to investigate the reliability of scores at and near the adopted passing standard. The sponsor accumulates evidence that the assessment procedures, taken as a whole, maximize the accurate classification of each candidate's overall performance.
- 21(d) The sponsor takes steps to ensure the appropriate scoring of candidates who use pedagogical practices that are educationally effective but not explicitly anticipated in the scoring scales. The sponsor monitors scoring practices to ensure that scorers are focusing on teaching performance and to minimize the effect of candidate factors that are not clearly related to pedagogical competence, which may include (depending on the circumstances) factors such as personal attire, appearance, demeanor, speech patterns and accents that are not likely to affect student learning.
- 21(e) The program sponsor periodically compiles and examines information regarding the effects of the assessment on groups of candidates in the program. The sponsor monitors and, as needed, promptly adjusts assessment practices and procedures in order to maximize the fairness of the assessment for candidates.

- 21(f) The sponsor implements administrative accommodations that preserve assessment validity while addressing issues of access for candidates with disabilities. The sponsor reviews these procedures periodically to determine their appropriateness, adequacy and effects.
- 21(g) The sponsor distributes to each candidate the full text of the *Teaching Performance Expectations* and clear, accurate information about the assessment purpose and use, including standardized directions related to the pedagogical assessment tasks. In alternate years (or more frequently), the sponsor reviews the descriptive information about the assessment that is provided to candidates. The sponsor revises the information to ensure that each candidate's own performance is based on clear understanding of the assessment and its requirements. In the program, advisors are available for consultations so candidates can fully understand the pedagogical assessment tasks and directions. Over time, the sponsor is consistent in the availability of assessment information, directions and consultations provided to candidates in the program.
- 21(h) To guard the fairness of the assessment for candidates statewide, the sponsor ensures that each assessed performance is entirely the candidate's own performance. The sponsor periodically reviews the distributed information and assessment-related consultation practices in the program. The sponsor revises these, as needed, to ensure that each candidate's performance is a fair and accurate representation of the candidate's capacity to perform pedagogical tasks independently.
- 21(i) As specified in the assessment design, the program sponsor makes an appeal process and re-scoring procedure available to candidates who do not pass the assessment. The sponsor closely monitors and thoroughly documents the handling of each appeal and re-scoring to maintain the fairness of the assessment for all candidates.
- 21(j) The program sponsor follows a state process for the scoring of pedagogical assessment tasks by two trained assessors for the purpose of evaluating the reliability of single-scorers during operational administration of the assessment.

Program Standard 22: Assessor Qualifications and Training

To foster fairness and consistency in assessing candidate competence in the professional teacher preparation program, qualified assessors accurately assess each candidate's responses to the pedagogical assessment tasks in relation to the *Teaching Performance Expectations* and the multi-dimensional scoring scales. The program sponsor establishes assessor selection criteria that ensure substantial pedagogical expertise on the part of each assessor. The sponsor selects and relies on assessors who meet the established criteria. Each prospective assessor completes a rigorous, comprehensive Assessor Training Program. The program sponsor determines each assessor's continuing service as an assessor in the program primarily based on the assessor's scoring accuracy and documentation. Each continuing assessor completes an Assessor Re-training Workshop in alternate years.

Required Elements for Standard 22: Assessor Qualifications and Training

- 22(a) The program sponsor establishes strong, clear criteria for selecting qualified assessors in two categories: classroom teachers and other experts in pedagogy. Criteria for selecting teacher assessors include preparation, experience and performance criteria, and ensure that each teacher assessor is a certificated teacher in California. Criteria for selecting other expert assessors ensure that each individual assessor possesses advanced professional education, experience and expertise in pedagogy.
- 22(b) Prospective assessors satisfactorily complete a comprehensive Assessor Training Program in which one or more Commission-certified Assessment Trainers provide explanations, exercises and feedback to achieve assessor consistency and accuracy in scoring evidence of candidates' responses to pedagogical assessment tasks. In the Training Program, Assessment Trainers conduct task-based scoring trials and evaluate and certify each assessor's scoring accuracy in relation to the TPE-based proficiency levels and scoring scales.
- 22(c) Consistent with the scoring plan provided by the Commission or approved by the Commission in accordance with Standard B, the program sponsor assigns qualified assessors to assess candidates' responses to the pedagogical assessment tasks in the Teaching Performance Assessment.
- 22(d) Each candidate's response to at least one pedagogical assessment task is assessed by a qualified teacher assessor who (a) holds a valid credential with the authorization sought by the candidate and (b) has completed two or more years of teaching a similar student population in the same grade span (K-3, 3-6, 6-9, 9-12) as the candidate's current student teaching or intern teaching assignment.
- 22(e) Each candidate's response to at least one pedagogical assessment task is assessed by a qualified assessor who does not serve (and has not previously served) as one of the candidate's supervisors in the program or in the K-12 school.

- 22(f) To ensure accuracy and reliability in assessment scores, each assessor's scores of candidates' responses to pedagogical assessment tasks are reviewed in a monitoring and calibration process during the Training Program and periodically thereafter.
- 22(g) The program sponsor adopts and implements criteria for the retention and non-retention of assessors during and after their participation in the Training Program. Accuracy of assessment judgments and timeliness and completeness of score documentation are the primary criteria for retention and non-retention of assessors in the Teaching Performance Assessment.

Program Standard 23: Assessment Administration, Resources and Reporting

In the professional teacher preparation program, the Teaching Performance Assessment is administered and reported in ways that are consistent with its stated purpose and design. To ensure excellence and accuracy in administration of the assessment, the program sponsor annually commits sufficient resources, expertise and effort to its planning, coordination and implementation. Following assessment, candidates receive performance information that is clear and detailed enough to (a) serve as a useful basis for their Individual Induction Plans in Level II Induction Programs, or (b) guide them in study and practice as they prepare for re-assessment, as needed. While protecting candidate privacy, the sponsor uses individual results of the assessment as one basis for recommending candidates for Preliminary Level I Teaching Credentials. The sponsor uses aggregated assessment results in appropriate ways to improve the program. The sponsor documents the administration, scoring and reporting of the assessment in accordance with state assessment procedures.

Required Elements for Standard 23: Assessment Administration, Resources and Reporting

- 23(a) All aspects of assessment administration, scoring and reporting are appropriate for the primary intended purpose and use of the Teaching Performance Assessment: to determine each candidate's pedagogical qualifications for a Preliminary Teaching Credential. The program sponsor refers to the Commission all requests for alternative or additional uses of the Commission-sponsored assessment.
- 23(b) During each academic term, the program sponsor allocates sufficient fiscal, personnel and technical resources to support excellence in all aspects of ongoing administration of the Teaching Performance Assessment.
- 23(c) The program sponsor assumes responsibility for competent administrative coordination of the Teaching Performance Assessment. The sponsor clearly states responsibilities for assessment planning and coordination, assigns these duties to qualified personnel, and monitors assessment coordination each academic term.
- 23(d) Subject to the availability of funding, the program sponsor adequately compensates assessors for their services during assessment training and in scoring candidates' responses to pedagogical assessment tasks.
- 23(e) The program sponsor protects the privacy of individual candidates. Access to assessment results is available only to the candidate and to organizational officers who clearly need the information because of their responsibilities in the program. Prior to participating in the assessment, each candidate is apprised of the intended disposition of assessment findings. Release of assessment findings and/or results to other persons effectively requires prior voluntary consent by the candidate.

- 23(f) The sponsor's assessment reports to candidates are timely and informative. When a candidate passes the assessment, the candidate's report includes information that contributes to the development of an Individual Induction Plan for use by the beginning teacher in a Professional Induction Program. A candidate who does not pass the assessment receives a detailed performance report from the program sponsor.
- 23(g) Individual assessment reports to candidates include descriptive information that highlights performance strengths and weaknesses in relation to the *Teaching Performance Expectations* and the standards for passing the assessment. Reports may also emphasize relationships among TPEs, and may describe the candidate's teaching practice holistically.
- 23(h) Internal and external reviews of the teacher preparation program include analyses and interpretations of the aggregated results of the assessment. During reviews, program managers and other participants reflect systematically on the aggregated assessment implications and, in conjunction with valid information from other sources, decide on program improvements as needed.
- 23(i) Pursuant to procedural guidelines established by the Commission, the program sponsor organizes and maintains comprehensive documentation of assessment procedures and instructions to candidates; candidate responses to pedagogical assessment tasks; scorer qualifications, assignments and findings; candidate reports; and summative uses of and administrative access to candidate results.

APPENDIX

Teaching Performance Expectations

A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

Background Information: TPE 1. TPE 1 has two categories since self-contained classroom teachers are responsible for instruction in several subject areas, while departmentalized teachers have more specialized assignments. These categories are Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments (1-A), and Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments (1-B).

TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments

Teaching Reading-Language Arts in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state- adopted academic content standards for students in English-Language Arts (K-8). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. Candidates create a classroom environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning and communicating. They understand how to use instructional materials that include a range of textual, functional and recreational texts and how to teach high quality literature and expository text. They understand that the advanced skills of comprehending narrative and informational texts and literary response and analysis, and the creation of eloquent prose, all depend on a foundation of solid vocabulary, decoding, and word-recognition skills.

Candidates teach students how to use visual structures such as graphic organizers or outlines to comprehend or produce text, how to comprehend or produce narrative, expository, persuasive and descriptive texts, how to comprehend or produce the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.

Teaching Mathematics in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state -adopted academic content standards for students in mathematics (K-8). They enable students to understand basic mathematical computations, concepts, and symbols, to use these tools and processes to solve common problems, and apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

Teaching Science in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in science (K-8). They balance the focus of instruction between science information, concepts, and investigations. Their explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation. They encourage students to pursue science interests, especially students from groups underrepresented in science careers. When live animals are present in the classroom, candidates teach students to provide ethical care. They demonstrate sensitivity to students' cultural and ethnic backgrounds in designing science instruction.

Teaching History-Social Science in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (K-8). They enable students to learn and use basic analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to give students a sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects and student research activities.

TPE 1B: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

Teaching English-Language Arts in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (7-12). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning and communicating. They understand how to teach the advanced skills of research-based discourse; incorporate technology into the language arts as a tool for conducting research or creating finished manuscripts and multimedia presentations; focus on analytical critique of text and of a variety of media; and provide a greater emphasis on the language arts as applied to work and careers. Candidates teach students how to comprehend and produce complex text, how to comprehend the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.

Teaching Mathematics in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential in Mathematics demonstrate the ability to teach the state-adopted academic content standards for students in mathematics (7-12). They enable students to understand basic mathematical computations, concepts, and symbols, to use them to solve common problems, and to apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

Additionally, Single Subject Candidates help students in Grades 7-12 to understand mathematics as a logical system that includes definitions, axioms, and theorems, and to understand and use mathematical notation and advanced symbols. They assign and assess work through progress-monitoring and summative assessments that include illustrations of student thinking such as open-ended questions, investigations, and projects.

Teaching Science in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential in Science demonstrate the ability to teach the state-adopted academic content standards for students in science (7-12). They balance the focus of instruction between science information, concepts and principles. Their explanations, demonstrations and class activities serve to illustrate science concepts, and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation. Candidates encourage students to pursue science interests, especially students from groups underrepresented in science careers. When live animals are present in the classroom, candidates teach students to provide ethical care. They demonstrate sensitivity to students' cultural and ethnic backgrounds in designing science instruction.

Additionally, Single Subject Candidates guide, monitor and encourage students during investigations and experiments. They demonstrate and encourage use of multiple ways to measure and record scientific data, including the use of mathematical symbols. Single Subject Candidates structure and sequence science instruction to enhance students' academic knowledge to meet or exceed the state-adopted academic content standards for students. They establish and monitor procedures for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials.

Teaching History-Social Science in a Single subject Assignment

Candidates for a Single Subject Teaching Credential in History-Social Science demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (7-12). They enable students to learn and use analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to reinforce students' sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects and student research activities.

Additionally, History-Social Science Single Subject Candidates connect essential facts and information to broad themes, concepts and principles, and they relate history-social science content to current or future issues. They teach students how cultural perspectives inform and influence understandings of history. They select and use age-appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region or culture. Candidates ask questions and structure academic instruction to help students recognize prejudices and stereotypes. They create classroom environments that support the discussion of sensitive issues (e.g., social, cultural, religious, race and gender issues), and encourage students to reflect on and share their insights and values. They design activities to counter illustrate multiple viewpoints on issues. Candidates monitor the progress of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives.

B. ASSESSING STUDENT LEARNING

TPE 2: Monitoring Student Learning During Instruction

Candidates for a Teaching Credential use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards for students. They pace instruction and re-teach content based on evidence gathered using assessment strategies such as questioning students and examining student work and products. Candidates anticipate, check for, and address common student misconceptions and misunderstandings.

TPE 3: Interpretation and Use of Assessments

Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction. They know about and can appropriately implement the state-adopted student assessment program. Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students' needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work. They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies.

Candidates understand how to familiarize students with the format of standardized tests. They know how to appropriately administer standardized tests, including when to make accommodations for students with special needs. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidates can clearly explain to families how to help students achieve the curriculum.

C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 4: Making Content Accessible

Candidates for Teaching Credentials incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. They use instructional materials to reinforce state-adopted academic content standards for students and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement. They vary instructional strategies according to purpose and lesson content. To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology. They provide opportunities and adequate time for students to practice and apply what they have learned. They distinguish between conversational and academic language, and develop student skills in using and understanding academic language. They teach students strategies to read and comprehend a variety of texts and a variety of information sources, in the subject(s) taught. They model active listening in the classroom. Candidates encourage student creativity and imagination. They motivate students and encourage student effort. When students do not understand content, they take additional steps to foster access and comprehension for all learners. Candidates balance instruction by adjusting lesson designs relative to students' current level of achievement.

TPE 5: Student Engagement

Candidates for Teaching Credentials clearly communicate instructional objectives to students. They ensure the active and equitable participation of all students. They ensure that students understand what they are to do during instruction and monitor student progress toward academic goals. If students are struggling and off-task, candidates examine why and use strategies to re-engage them. Candidates encourage students to share and examine points of view during lessons. They use community resources, student experiences and applied learning activities to make instruction relevant. They extend the intellectual quality of student thinking by asking stimulating questions and challenging student ideas. Candidates teach students to respond to and frame meaningful questions.

TPE 6: Developmentally Appropriate Teaching Practices

Background information for TPE 6: TPEs describe knowledge, skills, and abilities for all credential candidates, and they underscore the importance of generically-effective strategies for teaching a broad range of students. The purpose of TPE 6 is to establish additional expectations that are of greatest importance in teaching students at distinct stages of child and adolescent development. It is not the intent of TPE 6 to describe practices that are

appropriate or effective only at one developmental level. This TPE describes professional practices that are most commonly used and needed for students in each major phase of schooling, grades K-3, 4-8, and 9-12.³

TPE 6A: Developmentally Appropriate Practices in Grades K-3

During teaching assignments in Grades K-3, candidates for a Multiple Subject Teaching Credential understand how to create a structured day with opportunities for movement. They design academic activities that suit the attention span of young learners. Their instructional activities connect with the children's immediate world; draw on key content from more than one subject area; and include hands-on experiences and manipulatives that help students learn. Candidates teach and model norms of social interactions (e.g., consideration, cooperation, responsibility, empathy). They understand that some children hold naïve understandings of the world around them. Candidates provide educational experiences that help students develop more realistic expectations and understandings of their environment. They know how to make special plans for students who require extra help in exercising self-control among their peers or who have exceptional needs or abilities.

TPE 6B: Developmentally Appropriate Practices in Grades 4-8

During teaching assignments in Grades 4-8, candidates for a teaching credential build on students' command of basic skills and understandings while providing intensive support for students who lack basic skills as defined in state-adopted academic content standards for students. They teach from grade-level texts. Candidates design learning activities to extend students' concrete thinking and foster abstract reasoning and problem-solving skills. They help students develop learning strategies to cope with increasingly challenging academic curriculum. They assist students, as needed, in developing and practicing strategies for managing time and completing assignments. Candidates develop students' skills for working in groups to maximize learning. They build on peer relationships and support students in trying new roles and responsibilities in the classroom. They support students' taking of intellectual risks such as sharing ideas that may include errors. Candidates distinguish between misbehavior and over-enthusiasm, and they respond appropriately to students who are testing limits and students who alternatively assume and reject responsibility.

TPE 6C: Developmentally Appropriate Practices in Grades 9-12

During teaching assignments in Grades 9-12, candidates for a Single Subject Teaching Credential establish intellectually challenging academic expectations and provide opportunities for students to develop advanced thinking and problem-solving skills. They frequently communicate course goals, requirements, and grading criteria to students and families. They help students to understand connections between the curriculum and life beyond high school, and they communicate the consequences of academic choices in terms of future career, school and life options. Candidates support students in assuming increasing responsibility for learning, and encourage behaviors important for work such as being on

³ TPE 6 does not represent a comprehensive strategy for teaching students at any particular stage; the elements of TPE 6 are intended merely to *supplement and not replace* the broader range of pedagogical skills and abilities described in the TPEs.

time and completing assignments. They understand adolescence as a period of intense social peer pressure to conform, and they support signs of students' individuality while being sensitive to what being "different" means for high school students.

TPE 7: Teaching English Learners

Candidates for a Teaching Credential know and can apply pedagogical theories, principles and instructional practices for comprehensive instruction of English Learners. They know and can apply theories, principles and instructional practices for English Language Development leading to comprehensive literacy in English. They are familiar with the philosophy, design, goals and characteristics of programs for English language development, including structured English immersion. They implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers. They draw upon information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, to provide instruction differentiated to students' language abilities. They understand how and when to collaborate with specialists and para-educators to support English language development. Based on appropriate assessment information, candidates select instructional materials and strategies, including activities in the area of visual and performing arts, to develop students' abilities to comprehend and produce English. They use English that extends students' current level of development yet is still comprehensible. They know how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction.

Candidates for a Teaching Credential know and apply pedagogical theories, principles and practices for the development of academic language, comprehension and knowledge in the subjects of the core curriculum. They use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners. They allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as para-educators, peers, and books.⁴ They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit.

Candidates understand how cognitive, pedagogical and individual factors affect students' language acquisition. They take these factors into account in planning lessons for English language development and for academic content.

TPE 8: Instructional Technologies

Candidates for a Teaching Credential use technology, including computers, for instruction and in carrying out their professional responsibilities. They know how to use current technology and media to foster learning and promote technological literacy. Candidates know how to manage records using computer technology. They access a variety of educational digital media to enhance student academic learning and to communicate

⁴ Teachers are not expected to speak the students' primary language, unless they hold an appropriate credential and teach in a bilingual classroom. The expectation is that they understand how to use available resources in the primary language, including students' primary language skills, to support their learning of English and curriculum content.

information interactively. Candidates use instructional technology in ways that are consistent with principles of privacy, security, and safety, and are aware of district policies concerning technology issues.

D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 9: Learning about Students

Candidates for a Teaching Credential draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students' abilities, ideas, interests and aspirations. They encourage parents to become involved and support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted.

TPE 10: Instructional Planning

Candidates for a Teaching Credential plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students. They establish clear long-term and short-term goals for student learning, based on state and local standards for student achievement as well as on students' current levels of achievement. They use explicit teaching methods such as direct instruction and inquiry to help students meet or exceed grade level expectations. They plan how to explain content clearly and make abstract concepts concrete and meaningful. They understand the purposes, strengths and limitations of a variety of instructional strategies, including examining student work, and they improve their successive uses of the strategies based on experience and reflection. They sequence instruction so the content to be taught connects to preceding and subsequent content. In planning lessons, they select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs. Candidates connect the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful. To accommodate varied student needs, they plan differentiated instruction. When support personnel, such as aides and volunteers are available, they plan how to use them to help students reach instructional goals.

E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

TPE 11: Instructional Time

Candidates for a Teaching Credential allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks. They establish procedures for routine tasks and manage transitions to maximize instructional time. Based on reflection and consultation, they adjust the use of instructional time to optimize the learning opportunities and outcomes for all students.

TPE 12: Physical Environment

Candidates for a Teaching Credential know how to organize the classroom for learning by arranging furniture, equipment, and materials for safety, movement, and accessibility to accommodate student learning needs and flexible student groupings. They create classroom displays that support learning goals and illustrate a range of academic and artistic student work, and cultural diversity.

TPE 13: Social Environment

Candidates for a Teaching Credential develop and maintain clear expectations for academic and social behavior. The candidates promote student effort and engagement and create a positive climate for learning. They know how to write and implement a student discipline plan. They know how to establish rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness. Candidates respond appropriately to sensitive issues and classroom discussions. They help students learn to work responsibly with others and independently. Based on observations of students and consultation with other teachers, the candidate recognizes how well the social environment maximizes academic achievement for all students and makes necessary changes.

F. DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE 14: Working with Others to Improve Student Learning

Candidates for a Teaching Credential understand strategies for working with families, administrators, specialists, and colleagues to improve student academic learning. They know how to establish respectful and productive relationships with families. They understand strategies for communicating with families about how to support student academic learning. Candidates understand varied cultural views on the purposes of schooling and the teacher's role, as well as common similarities and differences between students' home and school cultures. They know and apply strategies to resolve conflicts with students and families, including when and how to involve administrators and others. Candidates understand how and when to access school and community specialists to provide integrated health, social, and educational services to meet the needs of all students, including those with exceptional needs or abilities. They know how to collaborate with families, specialists, and others to develop and implement Individualized Educational Programs. They know how to work with colleagues to share resources, instructional plans, and insights about how students learn. Candidates know how to articulate instruction within the school.

TPE 15: Professional, Legal, and Ethical Obligations

Candidates for a Teaching Credential take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met. They understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms. Candidates can identify suspected cases of child abuse, neglect, or sexual harassment. They maintain a non-hostile classroom environment. They carry out laws and district guidelines for reporting such cases. They understand and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.

Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness.

TPE 16: Professional Growth

Candidates for a Teaching Credential evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning. They improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies.

Candidates use reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness. They develop appropriate plans for professional growth in subject matter knowledge and pedagogy. Candidates access resources such as feedback from professionals, professional organizations, and research describing teaching, learning, and public education.

DOCUMENT 3

Draft Standards of Quality and Effectiveness for Professional Teacher Induction Programs

This document has been reformatted for
distribution on the CCTC website.

**A Draft Document Released for Field Review in California by the
California Commission on Teacher Credentialing**

January 4, 2001

Induction Standards Task Force

<i>Name</i>	<i>Position</i>	<i>Affiliation</i>
Burns, Lana	BTSA Program Coordinator	San Ramon Valley Unified School District
Dodge, Cindy	Program Specialist Health Services	San Juan Unified School District
Ford, Theresa	Professional Development Consultant, BTSA Cluster 5	Downey Unified School District
Grant, Grace	Professor of Education	Dominican College
Heisinger, Karen	BTSA Program Director	Placer County Office of Education
Loughridge, Mikie	BTSA Program Director	Antelope Valley Union High School
Morales, Rose	Associate Professor of Teacher Education	California State University, Los Angeles
Mullin, Pam	Professional Development Consultant, BTSA Cluster 1	Sonoma County Office of Education
Nolte, Gina	Cluster Consultant, BTSA Cluster 4	Glendale Unified School District
Raney, Cheryl	Director Prevention & Student Services	Sacramento County Office of Education
Schindler, Bonnie	Resource Teacher, BTSA Program	San Diego Unified School District
Shinn, Barbara	BTSA Program Director	Sacramento County Office of Education
Waite, Athena	Special Education Program Coordinator	University of California, Riverside

Staff to Support the Task Force

Olebe, Margaret	Consultant	Professional Services
Morales, Juanita	Office Technician	Professional Services
Treiman, Jean	Consultant	California Department of Education

Draft Standards of Quality and Effectiveness for Professional Induction Programs

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Draft Foundational Standards for All Multiple Subject and Single Subject Professional Teacher Induction Programs

Standard 1: Sponsorship, Administration, and Leadership

The induction program is sponsored by one or more organizations that demonstrate a commitment to teacher induction. The program has qualified leaders who implement the program within an administrative structure that effectively manages and delivers support and formative assessment services to participating teachers.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 1: Sponsorship, Administration, and Leadership

- 1(a) The induction program sponsors demonstrate commitment to the program through the clear and appropriate allocation of authority, initiative, and sufficient resources to support program implementation. The program assigns personnel and material resources to each sponsoring organization in proportion to its level of effort and degree of responsibility.
- 1(b) The program has clearly specified roles and responsibilities for each participating sponsor with regard to program oversight and implementation; each sponsor designates a primary contact person for the program, and the sponsors establish a representative program leadership team.
- 1(c) The program leadership team demonstrates the depth of knowledge and understanding necessary to be able to implement an induction program. The team is knowledgeable about preliminary teacher preparation, induction, and ongoing professional development, and has a commitment to teacher education that spans organizational boundaries. The team actively participates in ongoing professional development, research, and related technical support activities.
- 1(d) The roles, responsibilities and time commitment of one or more qualified program leaders (hereinafter referred to throughout this document as the "program leaders") responsible for the overall direction of the program are stated in writing and are appropriate to the scope of the program. The program leaders have appropriate authority over the details of program design and implementation.

Standard 2: Resources

The induction program consistently allocates sufficient resources among program sponsors to enable the program to meet all program standards and deliver planned program components to all participating teachers. Program sponsors distribute resources in a manner consistent with the stated program rationale, design, and goals.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 2: Resources

- 2(a) The program allocations of time, material, fiscal, and personnel resources among collaborating partners ensure an appropriate distribution for supporting essential program components, as defined and described in the program design.
- 2(b) The program sponsors assign qualified personnel designated to lead and coordinate the program according to policy guidelines that establish a clear ratio of administrative support to numbers of participating teachers served.
- 2(c) The program sponsors assign support personnel to the induction program according to policy guidelines that establish appropriate levels of support in relation to the overall size of the program.
- 2(d) The program leaders access and coordinate existing professional development resources as appropriate to support participating teachers.
- 2(e) The program leaders monitor resource allocations on a regular basis, and make necessary adjustments.

Standard 3: Professional Development Providers

The induction program selects and evaluates professional development providers using well-defined criteria consistent with the providers' assigned responsibilities in the program. The selection process is planned and carefully implemented in order to select professional development providers who will build program capacity. Professional developers are well prepared to assume their responsibilities, so that their efforts are consistent with the program's design, rationale, and goals.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 3: Professional Development Providers

- 3(a) The roles and responsibilities of professional development providers are defined in writing, and procedures for making selection decisions are clearly stated and consistently followed.
- 3(b) Selection criteria are consistent with the professional development providers' specified roles and responsibilities, and include the following:
 - (i) Knowledge of state-adopted academic content standards for students; state-adopted curriculum frameworks, and the *California Standards for the Teaching Profession*;
 - (ii) Knowledge of teacher development and the research base that informs induction content and practices;
 - (iii) Experience in training, facilitation, and presentation;
 - (iv) Knowledge of group process and high quality professional development elements;
 - (v) Knowledge of cultural, ethnic, language/linguistic, cognitive, and gender diversity;
 - (vi) Willingness to work collaboratively with others to create a collegial learning community;
 - (vii) Possession of effective interpersonal communication skills; and
 - (viii) Demonstrated commitment to personal professional growth and learning.
- 3(c) The program provides education and training for professional development providers who are training support providers or participating teachers. The program provides time for them to meet with each other to build and refine skills, and to problem-solve, assess, and reflect on their efforts and development as trainers.
- 3(d) The program regularly evaluates the performance of professional development providers, and retains/rehires individuals who are consistently effective. Consultants from outside the program are oriented to the program's context and confer with program leaders on how to provide an educational experience for all participants.

Standard 4: Evaluation

The induction program has a comprehensive system of formative program development and evaluation that addresses all standards, involves program participants and other stakeholders, and leads to substantive improvements. The program provides meaningful opportunities for professional practitioners and diverse community members to become involved in program revision, development and evaluation activities. Program sponsors participate in accountability processes designed to ensure quality and effectiveness of the program.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 4: Evaluation

- 4(a) Local program goals and the induction program standards form the basis for program evaluation.
- 4(b) Regularly-conducted program evaluations include information from multiple internal and external sources, such as participants, employers, collaborating partners, recent graduates, professional development providers, site administrators, and program staff.
- 4(c) The program regularly collects feedback about program quality and effectiveness from all participants, using both informal and formal measures. The program leaders analyze the data, share them with program sponsors and others in a systematic way, and use the data as a source for improving the induction program. At a minimum, the program leaders conduct an annual internal program evaluation.
- 4(d) The results of program evaluation, the implications of new knowledge about teaching and learning, and the identified strengths and needs of participating teachers form the basis for adjustments and improvements in the program design.
- 4(e) Program sponsors participate in external reviews designed to examine program quality and effectiveness, including program approval and formative review processes established and administered by the state agencies that approve the program.

Standard 5: Articulation with Professional Teacher Preparation Programs

The induction program articulates with local professional teacher preparation programs and also collaborates regularly with local human resource professionals responsible for employing and assigning teachers. The program staff advises new hires on eligibility and program and professional credential requirements.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 5: Articulation from Preliminary to Professional Credential Programs

- 5(a) The program establishes specific linkages with local professional teacher preparation programs that prepare incoming participating teachers. The collaborating partners share knowledge and understandings of credential requirements as well as of professional development practices for teacher preparation for both preliminary and professional credentials.
- 5(b) The program leaders establish specific linkages with human resource and credential personnel in sponsoring organizations in order to identify eligible teachers and inform them of their professional credential requirements.
- 5(c) The program sponsors establish clear procedures for sending and receiving documents between professional teacher preparation programs and the induction program, including the results of the teaching performance assessment, if applicable. As part of these procedures, participating teachers are informed of their responsibility to accumulate evidence of reflective practice, to document all professional credential requirements, and, at the end of the program, to organize this evidence in support of their application for a professional teaching credential.
- 5(d) The program leaders inform all candidates of their eligibility for induction. Eligible candidates include those new to the profession who are teaching on preliminary credentials, those teaching on preliminary credentials who were prepared out of state and have less than five years experience, and those teaching on intern credentials.
- 5(e) At the point of hiring, the program partners inform all eligible teachers of their responsibility to enter an induction program within 120 days of the start of the initial teaching contract, and provide all eligible teachers with information about program requirements and expectations.
- 5(f) The program leader communicates with school district leaders and administrators regarding the nature and extent of challenging assignments that may jeopardize participating teachers' success or create the need for additional support services. These assignments may include combined classes, out-of-content field classes, multiple preparations, lack of assigned classroom, shared resources and facilities, and highly challenging students.

Standard 6: Advice and Assistance

The induction program staff advises participating teachers about their professional development and credential completion requirements. Adequate information about program and credential requirements is readily available to all participants. The induction program staff helps participating teachers who need special assistance, verifies participation of teachers, and recommends for professional credentials only those teachers who complete the induction program.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 6: Advice and Assistance

- 6(a) The program has a planned process to inform participating teachers about program and professional credential requirements within six weeks of entering the program.
- 6(b) The program staff has a planned process for verifying each eligible teacher's participation in the induction program, for providing feedback about each eligible teacher's level of participation during the program, for providing special assistance to those who need it, and for arriving at a professional credential recommendation for each participant.
- 6(c) The program has a planned process for advising participating teachers who are not suited to continue in the profession. This process includes reflective analysis of evidence that indicates poor teaching performance and a lack of progress toward a professional credential.
- 6(d) The program provides opportunities for extending induction to those participating teachers who do not complete the program during their initial two years of teaching. These extensions are offered according to stated program criteria at a participating teacher's request.
- 6(e) The program staff informs each participating teacher of his/her responsibility for accumulating evidence of professional growth in relation to the *California Standards for the Teaching Profession*, evidence of completion of an annual Individual Induction Plan, and documentation of completion of professional credential requirements.

Standard 7: Collaboration

The induction program is a collaborative partnership both within organizations and across organizational boundaries to develop a coherent, efficient, and effective program for participating teachers. Ongoing collaboration with preliminary teacher preparation programs and professional development organizations is evident. Roles, responsibilities, and relationships are clearly defined and well understood by the collaborating partners. Collaborating partners share resources as set out in collaborative agreements.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 7: Collaboration

- 7(a) The program is a collaboration of sponsoring organizations, including at least one K-12 school organization and one Institution of Higher Education (IHE). Other program sponsors may include local consortia, county offices of education, educational research firms, teacher organizations, subject matter projects, parent groups, community organizations, foundations, regional consortia, funded projects, and/or local businesses.
- 7(b) The program sponsors collaborate with the bargaining units representing the participating teachers.
- 7(c) The collaborating partners recognize and reward induction program leaders appropriately. Each program leader's participation in the collaboration is a significant part of his/her ongoing job responsibilities.
- 7(d) The induction program clearly defines in writing each collaborating partner's responsibilities for implementation of the program. Collaborating partners establish working relationships, coordinate their work, allocate resources appropriately, and are responsible to each other for program outcomes.
- 7(e) Formal linkages are established across the learning-to-teach continuum. Linkages are made between preliminary teacher preparation programs and induction programs; and between induction programs and ongoing individual professional growth planning. Open communication is established and maintained among the partners, who regularly seek formative feedback. The collaboration yields clear and coherent curricula for participating teachers across the continuum.

Standard 8: Support Provider Selection and Assignment

The induction program selects support providers for participating teachers, using explicit criteria that are consistent with assigned responsibilities in the program. Support providers are selected and assigned carefully, using a fair, well-articulated process that is monitored consistently. Support providers are assigned to participating teachers in a timely manner, taking pedagogical needs and local context into account.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 8: Support Provider Selection and Assignment

- 8(a) The roles and responsibilities of support providers are clearly defined in writing and communicated to all program participants.
- 8(b) Procedures for selection decisions are clearly defined in writing and consistently followed by program staff and collaborative partners, including the local bargaining unit.
- 8(c) Selection criteria are consistent with the support provider's specified roles and responsibilities and include the following:
 - (i) Knowledge of beginning teacher development;
 - (ii) Knowledge of the state-adopted academic content standards for students, state-adopted curriculum frameworks, and the *California Standards for the Teaching Profession*;
 - (iii) Willingness to participate in professional training to acquire the knowledge and skills needed to be an effective support provider;
 - (iv) Willingness to engage in formative assessment processes, including non-evaluative, reflective conversations about formative assessment evidence with participating teachers;
 - (v) Willingness to share instructional ideas and materials with participating teachers;
 - (vi) Willingness to deepen understanding of cultural, ethnic, cognitive, linguistic, and gender diversity;
 - (vii) Effective interpersonal and communication skills;
 - (viii) Willingness to work collaboratively with a participating teacher;
 - (ix) Demonstrated commitment to personal professional growth and learning; and
 - (x) Willingness and ability to be an excellent professional role model.
- 8(d) Support providers are familiar with the state-adopted academic content standards for students, content specific pedagogy, state-adopted curriculum frameworks, and the specific needs of the student population taught by the participating teacher(s) to whom they are assigned.
- 8(e) The program leader considers input from the participating teacher in pairing the support provider with the participating teacher. Clear procedures are in place for reconsidering assignments in a timely manner when either the support provider or the participating teacher is dissatisfied with the pairing.

- 8(f) The program matches support providers with participating teachers taking into consideration credentials held; subject matter knowledge; orientation to learning; relevant experience; current assignments; and geographic proximity. Assignments of participating teacher to support provider are made in a timely way that allows the pair to begin working together when teaching begins.

Standard 9: Support Provider Professional Development

Each induction program provides preparation and professional development for support providers to train them for their work with participating teachers. Support providers are given opportunities to prepare for the roles they are assuming, to assess and reflect on their efforts, and to participate in ongoing professional development.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 9: Support Provider Professional Development

- 9(a) The program incorporates professional development for support providers when they initially assume their roles, and offers multiple, additional opportunities to acquire and enhance their knowledge and skills.
- 9(b) The program provides professional development for support providers including the development of the knowledge and skills needed to:
 - (i) Identify and respond to diverse needs of participating teachers;
 - (ii) Engage in reflective conversations about teaching practice;
 - (iii) Assist participating teachers in understanding the local context for teaching;
 - (iv) Formatively assess participating teachers on the *California Standards for the Teaching Profession* and in relation to the state-adopted academic content standards for students and state-adopted curriculum frameworks;
 - (v) Use the evidence from formative assessments fairly and equitably with participating teachers;
 - (vi) Use assessment evidence to develop individualized induction plans with participating teachers;
 - (vii) Discuss with participating teachers the requirements for completion of the program and procedures for obtaining a professional credential; and
 - (viii) Establish clear guidelines with site administrators and participating teachers in the appropriate use of assessment evidence for the purpose of professional growth and credential recommendation, not for the purpose of teacher evaluation or employment.
- 9(c) Program leaders provide professional development training for support providers in the appropriate use of the instruments and processes of the formative assessment system, including issues of bias and fairness in conducting formative assessment with participating teachers.
- 9(d) Support providers have regularly scheduled time, supported by the program, to meet with each other to develop and refine needed support provider skills, and to problem-solve, assess and reflect on teaching.

Draft Implementation Standards for All Multiple Subject and Single Subject Professional Teacher Induction Programs

A: Program Design

Standard 10: Program Design

The induction program incorporates a purposeful, logically sequenced structure of extended preparation and professional development that prepares participating teachers to meet the academic learning needs of all K-12 students. The induction program design, consistent with the program's stated rationale, has a sound theoretical and scholarly basis, is relevant to the contemporary conditions of schooling in California, and leads to a professional credential. It focuses on the *California Standards for the Teaching Profession*, state-adopted academic content standards for students, and state-adopted curriculum frameworks.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 10: Program Design

- 10(a) The program rationale articulates a clear understanding of teacher induction and describes how the selected design is responsive to local contexts, including local educational priorities and goals for student learning.
- 10(b) The program design is based upon a clearly defined set of learning outcomes for participants so that all of their students can meet or exceed the student content standards. Program goals and intended outcomes are reviewed and revised as necessary, based on formative program evaluation data.
- 10(c) The program design includes a planned process for advising participating teachers about their involvement in the induction program, for providing formative feedback about participants' progress toward completion of the program, and for arriving at a professional teaching credential recommendation for each participating teacher.
- 10(d) The program design provides opportunities for participating teachers to learn and demonstrate knowledge, understanding, and application of state-adopted academic content standards for students and of state-adopted curriculum frameworks at their assigned grade level(s).
- 10(e) The program design includes a coherent plan to provide systematic opportunities for participating teachers to learn and apply the principles, concepts and pedagogical practices for teaching English learners; for creating a healthy environment for student learning; for supporting equity, diversity, and access to the core curriculum; for teaching

special student populations; and for using computer technology to support student learning, as described in Category C.

- 10(f) The program design specifies criteria for individual teacher program participation and for the completion of professional teaching credential requirements, as well as a clearly specified process for making professional teaching credential recommendations. Participating teachers assemble evidence to demonstrate growth in relation to the *California Standards for the Teaching Profession* and the state-adopted academic content standards for students, evidence of completion of an annual Individual Induction Plan, and evidence to document their completion of the induction program. Program guidelines for making credential recommendations follow those established by the California Commission on Teacher Credentialing.
- 10(g) The program design describes how continuity occurs for participating teachers between their professional teacher preparation and their subsequent professional induction program, as well as between participants' induction activities and their ongoing individual professional growth plans.
- 10(h) The program maintain an individual and complete record of each teacher's program participation, including documenting progress towards completion of professional teaching credential requirements All records for each participating teacher are transportable, enabling teachers to move from one induction program to another.

Standard 11: Roles and Responsibilities of K–12 School Organizations

The induction program informs and includes school administrators and policy boards in the design, implementation, and ongoing evaluation of the induction program. K-12 school leaders set policies and take actions to promote the success of participating teachers through assignment practices that take participants' novice status into consideration, and by providing additional time and resources to teachers assigned to more challenging settings. School site administrators provide the structure and create a positive climate for the program's intensive support and formative assessment activities.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 11: Roles and Responsibilities of K–12 School Organizations

- 11(a) The induction program leaders clearly communicate the program's rationale, goals, and design to the school district leaders and administrators, school officials, bargaining units when present, and others responsible for employing, assigning, and supporting participating teachers.
- 11(b) When participating teachers are assigned to a challenging setting the K-12 school organization provides them with additional time and resources through the induction program.
- 11(c) The program provides professional development for site administrators in order for them to become familiar with the program components, formative assessment process, and development of the Individual Induction Plan. The content of this training will include, but is not limited to:
 - (i) Teacher preparation across the learning-to-teach continuum;
 - (ii) Beginning teacher development;
 - (iii) Identifying working conditions that optimize participating teachers' success;
 - (iv) Taking effective steps to ameliorate or overcome challenging aspects of teachers' work environments;
 - (v) Understanding the role of support providers in the induction process; and
 - (vi) Respecting the confidentiality between the support provider and participating teachers.
- 11(d) The program leaders work with site administrators to establish a culture of support within their school for the work to be done between the participating teacher and the support provider. Commitment from the site administrator will include, but is not limited to:
 - (i) Conducting an initial orientation for participating teachers to inform them about site resources, personnel, procedures, and policies;
 - (ii) Introducing participating teachers to the staff, and including them in the school's learning community;
 - (iii) Helping to focus the learning community on the *California Standards for the Teaching Profession*;
 - (iv) Ensuring that site-level activities related to induction occur on a consistent basis, including the facilitation of participation in extended preparation and professional development activities by participating teachers and support providers; and
 - (v) Participating in program evaluation.

Standard 12: Professional Development Based on an Individual Induction Plan

Each induction program provides comprehensive, extended preparation and professional development for participating teachers designed to support their attainment of the *California Standards for the Teaching Profession* in relation to the state-adopted academic content standards for students and state-adopted curriculum frameworks. Professional growth is guided by the development and implementation of an annual Individual Induction Plan (IIP) and documented in the participants' professional teaching credential application. Professional development and extended preparation for participating teachers is characterized by an approach that integrates the process of individualized support and assistance from support providers with formal professional development offerings.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 12: Professional Development Based on an Individual Induction Plan

- 12(a) The program provides an array of professional development offerings for participating teachers that support their attainment of the knowledge and skills needed to meet the individual competencies for: teaching English learners; creating a healthy environment for student learning; supporting equity, diversity, and access to the core curriculum; teaching special student populations; and using computer technology to support student learning, as described in Category C.
- 12(b) Support providers assist participating teachers to develop and implement an Individual Induction Plan annually which considers their prior preparation, training and experience. Results of the teaching performance assessment (TPA) guide initial planning. CSTP-based formative assessment evidence guides the development, monitoring and ongoing revisions of subsequent Individual Induction Plans.
- 12(c) The Individual Induction Plan includes professional growth goals, outlines specific strategies for achieving those goals, including professional development activities and/or university courses; documents the participating teacher's progress in meeting the goals; and is monitored and revised at specified intervals as additional needs are identified.
- 12(d) Regular, on-going formal and informal meetings between support providers and participating teachers focus on the CSTP and the state-adopted K-12 academic content standards for students, and are structured to provide the individualized support needed by the participating teacher. These meetings are guided by four principles: learning about self, coming to understand and build relationships with students, coming to understand the work of teaching, and understanding the broad context of schooling.
- 12(e) The support provider and the participating teacher have sufficient time allocated by the program to work together so that participating teachers consider formative assessment evidence and develop planned, systematic opportunities to improve their teaching.

- 12(f) The program has clear guidelines, based on knowledge about learning to teach, for the ratio of support provided to participating teachers by support providers. This ratio applies to support providers who are full-time teachers, full-time released teachers, part-time teachers, or part-time released teachers.

Standard 13: Formative Assessment Systems for Participating Teachers

Each induction program's formative assessment system guides and informs participating teachers about their own professional growth. The purpose of formative assessment is to improve teaching, as measured by each of *The California Standards for the Teaching Profession* and in relation to the state-adopted academic content standards for students. The formative assessment system is characterized by multiple measures of teaching, collaboration with colleagues, focus on classroom practice, and reflection together with a trained support provider about evidence, using specific criteria. Participating teachers direct the uses of formative assessment evidence generated from their teaching practice.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 13: Formative Assessment Systems

- 13(a) The program uses a formative assessment system that offers multiple opportunities for participating teachers to learn and demonstrate knowledge, understanding, and applications of *The California Standards for the Teaching Profession* in the context of their teaching assignments.
- 13(b) The formative assessment system will assess at least monthly during the school year each participating teacher's classroom-based practice in relation to *The California Standards for the Teaching Profession (CSTP)* and to the state-adopted academic content standards for students. Assessment evidence is shared with each participating teacher in a timely manner.
- 13(c) The assessment system includes multiple measures appropriate to the standards being assessed to generate formative assessment evidence that is consistent and accurate in relation to the *CSTP*. Multiple measures include observation, the process of inquiry, and analyzing student work products.
- 13(d) Within the assessment system, criteria identify multiple levels of teaching performance based on each element of the *CSTP* to formatively assess each participating teacher's growth and practice.
- 13(e) The program includes a process for developing and implementing an Individualized Induction Plan (IIP) for each participant, based on formative assessment evidence, to document the support, extended preparation, and professional growth of participating teachers. The IIP process begins with a review of results from the Teaching Performance Assessment, when available, and then is used to document professional growth activities. The IIP is informed by formative assessment information and completed during each induction year.
- 13(f) The formative assessment system is characterized by:
 - (i) Valid assessment instruments, including focused observations of and structured inquiries into teaching practice, designed to measure one or more elements of the *CSTP*;

- (ii) *CSTP* element-specific criteria used to make professional judgments about teaching evidence;
 - (iii) Assessment evidence that includes both teacher work and student work and informs future practice; and
 - (iv) A reflective process based on the *CSTP* that includes collaboration with support providers and other educators, as well as structured self-assessment, and informs future practice.
- 13(g) As directed by each participating teacher, formative assessment evidence may be presented as evidence for professional credential completion. Formative assessment results are used to guide professional development and are not appropriate for use by site administrators or others for the purpose of teacher evaluation or employment decisions.
- 13(h) The program implements a formal evaluation process to assess the effectiveness of the formative assessment system and to make improvements to the system and accompanying training.

B: Teaching Curriculum To All Students in California Schools

Standard 14: K-12 Core Academic Content and Subject Specific Pedagogy

Each participating teacher grows and improves in his/her ability to reflect on and apply *The California Standards for the Teaching Profession*, beyond what was demonstrated for the preliminary teaching credential. Each participating teacher also demonstrates knowledge of and ability to teach state-adopted academic content standards for students, and state-adopted curriculum frameworks, in the context of his/her teaching assignment. Each participating teacher delivers content specific instruction that is consistent with the adopted curriculum and differentiated to address the specific academic learning needs of the students. Each participating teacher demonstrates understanding of at least one core academic content area of focus and its application to teaching and student learning within the context of the teaching assignment

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 14: K-12 Core Academic Content and Subject Specific Pedagogy

- 14(a) Formative assessments document each participating teacher's increased ability to teach students in a manner consistent with *The California Standards for the Teaching Profession* and beyond what was demonstrated for the preliminary credential.
- 14(b) Throughout the program each participating teacher learns more about and applies in daily instructional practice state-adopted academic content standards for students, and state-adopted curriculum frameworks at the appropriate grade level(s), through focused and individualized professional development.
- 14(c) Each participating teacher collaborates with support providers, grade level teachers, department members, university partners, and/or curriculum support staff to investigate, learn, and apply the adopted curriculum in at least one content area of focus. The scope of professional growth activities in at least one selected content and curricular area is based on the teacher's teaching assignment, identified developmental need, and prior preparation, including the teaching performance assessment results if available.
- 14(d) Each participating teacher demonstrates the ability to set standards for student behavior, establish classroom routines, and create a fair and respectful climate for student learning. Instructional time is used to implement the instructional program in the selected curricular area(s).
- 14(e) Each participating teacher demonstrates the ability to plan and deliver standards-based, differentiated instruction to meet the individual and diverse learning needs of all students within the context of the teaching assignment.

- 14(f) Each participating teacher demonstrates the ability to interpret student assessment data, and to use multiple measures for entry level, progress monitoring, and summative assessments of student academic performance in relation to the state-adopted academic content standards for students.
- 14(g) Each participating teacher demonstrates the ability to work with diverse families and communities to communicate about students' progress and enhance learning opportunities for all students.
- 14(h) Each participating teacher takes part in professional conversations that focus on articulating core academic standards-based instruction at and across grade levels and/or subject areas.

Standard 15: Using Computer Based Technology to Support Student Learning

Each participating teacher builds upon the knowledge, skills, and abilities acquired during preliminary preparation for the delivery of comprehensive, specialized use of appropriate computer-based technology to facilitate the teaching and learning process. Each participating teacher is a fluent, critical user of technology to provide a relevant education and to prepare his/her students to be life-long learners in an information-based, interactive society. Each participating teacher makes appropriate and efficient use of software applications and related media to access and evaluate information, analyze and solve problems, and communicate ideas in order to maximize the instructional process. Such use of technology supports teaching and learning regardless of individual learning style, socioeconomic background, culture, ethnicity, or geographic location. Each participating teacher integrates these technology-related tools into the educational experience of students, including those with special needs.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 15: Using Computer Based Technology to Support Student Learning

- 15(a) Each participating teacher communicates through a variety of electronic media (e.g., presentations incorporating images and sound, web pages, and portfolios).
- 15(b) Each participating teacher interacts and collaborates with others using computer-based collaborative tools (e.g., threaded discussion groups, newsgroups, electronic list management applications, online chat, and audio/video conferencing).
- 15(c) Each participating teacher demonstrates competence in evaluating the authenticity, reliability and bias of the data gathered, determines outcomes, and evaluates the success or effectiveness of the process used. He/she frequently monitors and reflects upon the results of using technology in instruction and adapts lessons accordingly.
- 15(d) Each participating teacher optimizes lessons based upon the technological resources available in the classroom, school library media centers, computer labs, local and county facilities, and other locations.
- 15(e) Each participating teacher designs, adapts, and uses lessons which address the students' needs to develop information literacy and problem solving skills as tools for lifelong learning.
- 15(f) Each participating teacher uses technology in lessons to increase students' ability to plan, locate, evaluate, select, and use information to solve problems and draw conclusions. He/she creates or makes use of learning environments inside the classroom, as well as in library media centers or computer labs, that promote effective use of technology aligned with the curriculum.

- 15(g) Each participating teacher uses technology as a tool for assessing student learning and for providing feedback to students and their parents. He/she uses computer applications to manipulate and analyze data (e.g. create, use, and report from a database; create charts and reports from a spreadsheet).

C: Teaching All Students in California Schools

Standard 16: Supporting Equity, Diversity and Access to the Core Curriculum

Each participating teacher builds on the knowledge, skills and abilities acquired during preliminary preparation for creating environments that support learning for diverse students and provide equitable access to the core curriculum. Each participating teacher designs and implements equitable opportunities that maximize student achievement and academic success, taking into account the implications of socioeconomic, linguistic, cognitive, racial, cultural, ethnic and gender diversity. Each participating teacher examines personal and institutional biases that can impact student learning outcomes and seeks to minimize their impact on students.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 16: Supporting Equity, Diversity and Access to the Core Curriculum

- 16(a) Each participating teacher develops knowledge and understanding of the background experiences, languages, skills, and abilities of his/her students in order to provide equality in access to the core curriculum, thereby leading to high achievement.
- 16(b) Each participating teacher includes appropriately in classroom instruction the history and traditions of the major cultural and ethnic groups in California society.
- 16(c) Each participating teacher recognizes and minimizes bias in the classroom and creates an equitable learning environment that contributes to the physical, social, emotional, and intellectual safety of all students.
- 16(d) Each participating teacher examines his/her beliefs, attitudes, and expectations related to gender, and creates gender-fair learning environments.
- 16(e) Each participating teacher examines her/her beliefs, attitudes, and expectations related to diverse students, families, schools, and communities, and uses effective instructional strategies that support high expectations for academic performance for all students.
- 16(f) Each participating teacher assesses students' specific learning needs in order to plan and provide appropriate learning opportunities.

Standard 17: Creating a Supportive and Healthy Environment for Student Learning

Each participating teacher builds upon the knowledge, skills, and abilities acquired during the professional teacher preparation program for the delivery of comprehensive support for students' physical, cognitive, emotional and social well-being. Each participating teacher understands and promotes personal, classroom, and school safety through appropriate prevention and intervention strategies. Each participating teacher demonstrates an understanding of the relationship between student health and student learning, and knows how to access local and community resources to support student health. Each participating teacher demonstrates knowledge of and implements appropriate elements of the adopted health curriculum and instructional materials for the teaching assignment. Each participating teacher knows major state and federal laws related to student health and safety, including reporting requirements and parents' rights.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 17: Creating a Supportive and Healthy Environment for Student Learning

- 17(a) Each participating teacher identifies environmental factors that influence student well-being, and takes appropriate actions to address student health and safety within the context of the teaching assignment.
- 17(b) Each participating teacher implements accident prevention strategies within the classroom and the school site.
- 17(c) Each participating teacher uses a strengths-based approach to foster individual students' well-being. He/she is able to communicate with students' families regarding student health and safety, and can work with families, caregivers and health professionals to create and maintain a healthful environment.
- 17(d) Each participating teacher knows and can implement the school's crisis response plan; procedures for responding to emergency health situations; procedures for contacting staff identified as qualified to provide first aid and CPR; and conflict resolution strategies and other techniques for defusing potentially violent situations.
- 17(e) Each participating teacher demonstrates understanding of health and safety factors such as vision, hearing, nutrition, communicable diseases, alcohol and substance abuse, and other risk behaviors that impact student health and learning. Participating teachers know how to recognize these factors, and how to access in accordance with school policy and procedures appropriate site, local and community health and mental health resources available to help students and families, such as health education, school nurses, health clerks, vision, hearing and dental clinics, nutrition and free lunch programs; speech therapy, psychological and counseling services, social workers, child welfare and attendance workers.

- 17(f) Within the context of the teaching assignment, each participating teacher uses appropriately the adopted health curriculum and knows how to evaluate and use instructional materials in health.
- 17(g) Each participating teacher knows and implements as appropriate state and federal reporting requirements relating to child abuse and neglect; state and local permitted health topics; state and federal requirements as well as local policy regarding family life and sex education, and procedures for notifying parents; and parents' rights regarding instruction in health. He/she is familiar with local guidelines for accessing and using outside speakers.

Standard 18: Teaching English Learners

Each participating teacher builds on the knowledge, skills and abilities acquired during the professional teacher preparation program for the delivery of comprehensive, specialized instruction for English learners. Each participating teacher knows school organizational structures and resources designed to meet the needs of English learners, and demonstrates the ability to implement the adopted instructional program for English Language Development. Each participating teacher demonstrates the ability to implement the adopted instructional program for the development of academic language, comprehension, and knowledge in the core academic curriculum that promotes students' access and achievement in relation to state-adopted academic content standards for students. Each participating teacher is familiar with local and state-adopted assessments for English language proficiency, and how these instruments are used to measure student accomplishment and to place students. Each participating teacher uses knowledge of students' backgrounds, experiences, and family structures in planning instruction and supporting individual student learning.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 18: Teaching English Learners

- 18(a) Each participating teacher knows the purposes, goals and content of the adopted instructional program for the effective teaching of and support for English learners. He/she knows local and school organizational structures and resources designed to meet the needs of English learners.
- 18(b) Each participating teacher demonstrates the skills and abilities to implement appropriate instruction in English Language Development, including teaching of reading, writing, speaking and listening skills, that logically progresses to the grade level reading/language arts program for English speakers.
- 18(c) Each participating teacher demonstrates the ability to use appropriately adopted instructional materials and strategies for English learners, based on students' assessed competencies in English and in their first language.
- 18(d) Each participating teacher demonstrates the ability to use a variety of systematic, well planned teaching strategies that develop academic language, make content comprehensible to English learners, provide access to the adopted grade level curriculum in core academic subject matter, and develop concepts and critical thinking skills.
- 18(e) Each participating teacher understands and knows how to interpret district-adopted assessments of English learners for student diagnosis and placement, and for instructional planning. They know the purposes, contents and uses of California's English Language Development Standards and English Language Development Test. Each participating teacher effectively uses appropriate measures for initial, progress monitoring, and summative assessment of English learners for language development and for content knowledge in the core curriculum.

- 18(f) Each participating teacher knows how to use assessment information to diagnose students' language abilities and to develop lessons that promote students' academic success and achievement.
- 18(g) Each participating teacher draws upon available resources to enhance English learners' comprehension of content by organizing the classroom and utilizing first language support services when available for optimal learning.
- 18(h) Each participating teacher applies understandings of how cognitive and pedagogical factors and individual student needs affect first and second language development to planning and delivering appropriate instruction.
- 18(i) Each participating teacher draws on students' prior knowledge and experiences to develop appropriate and meaningful learning experiences, and provides an equitable learning environment that encourages students to express meaning in a variety of ways, including through the use of the first language and/or English.
- 18(j) Each participating teacher effectively teaches students from diverse backgrounds and communities, and can communicate with and understand parent, family, and community values and priorities.

Standard 19: Teaching Special Populations

Each participating teacher builds on the knowledge, skills and strategies acquired during preliminary preparation for teaching students with disabilities, students in the general education classroom who are at risk, and students who are gifted and talented. Each participating teacher knows the statutory provisions of the Individuals with Disabilities Education Act (IDEA), subsequent changes in the act, and any new, relevant statutory requirements. Each participating teacher knows the statutory and/or local provisions relating to the education of students who are gifted and talented. Each participating teacher demonstrates the ability to create a positive, inclusive climate for individualized, specialized instruction and the assessment of students with special needs and/or abilities. Each participating teacher demonstrates the use of instructional strategies that ensure students with disabilities have access to the core curriculum. Each participating teacher demonstrates the ability to establish cooperative and collaborative relationships with community and school professionals significant to the education of students with disabilities and with students' care givers, as well as with community and school professionals significant to the education of students who are gifted and talented.

As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.

Program Elements for Standard 19: Teaching Special Populations

- 19(a) Each participating teacher demonstrates knowledge of comprehensive processes for identifying students for special education services, and the legal and ethical obligation of general education teachers to participate in the Individualized Education Plan (IEP) process, including attending IEP meetings, collaborating and cooperating with special education teachers and the student's parents, and implementing the plan's goals and objectives as they pertain to mainstreaming in the general education classroom.
- 19(b) Each participating teacher demonstrates knowledge of student growth and development, and the use of positive behavioral support strategies based on functional analysis of student behaviors and related factors.
- 19(c) Each participating teacher demonstrates knowledge of strategies to ensure that students with disabilities, as well as gifted and talented students, are integrated into the social fabric of the classroom.
- 19(d) Each participating teacher demonstrates comprehensive ability and skill in the identification and use of resources such as personnel, equipment, instructional materials, teaching strategies, technology, and supplies available within the school and the local community for assessing and educating students with individual needs in the general education classroom.
- 19(e) Each participating teacher demonstrates collaboration with others such as care givers, special education teachers, and support persons for the transition of the special education student to the least restrictive environment, whether it be to the next grade, school, or post-school environment.

- 19(f) Each participating teacher demonstrates recognition and assessment of the strengths of students with disabilities and of students who are gifted and talented, as well as their social and academic needs, and how to plan instructional and/or social activities to further develop these strengths.

ATTACHMENT 4

ELEMENTARY SUBJECT MATTER STANDARDS

**Summary of Comments Received from the Field
via On-line Survey and Field Forums**

ELEMENTARY SUBJECT MATTER STANDARDS

Summary of Comments Received from the Field via On-line Survey and Field Forums

General Comments

Required elements too restrictive, too specific, too required
Too many factors
Standards expect too much, overly complete, incredibly detailed
General concerns about format, study
General Complaints about Specifications
Overall too lofty to meet, not realistic
Close the loophole on the term to the greatest extent
These standards are written as if all undergraduates are in blended programs
We are very concerned about the process and the manner in which the process of feedback has been structured. The tone of the document does not honor the teaching profession. It appears that the differences among school districts in regard to size, population, and resources have not been considered.
Deviate from the check-off mentality
All of the descriptors for each domain are important, we do not know that academic knowledge translates into teaching effectiveness
Overall concerns with the document
No philosophy or thematic threads
Micro-manages curriculum and pedagogy
K-12 content standards
Assessment is a major emphasis
Money for reviewers/trainers/certifiers of validity, etc./annual reviews mandated.
Fragmented and reductionist.
How long before other areas get attention?
Multiple quite specific, need more guidance for single subject.
Middle school credential-Is there a plan to have such a credential?
Concern about the number of students with a emergency in the classroom.
Content Specifications are imbalances- pages for some subjects are long/detailed, but others quite brief. Need to be more equally balanced or programs will be imbalanced.
Too long for a four year program.
The standards seem to assume that all teachers will be white, middleclass students who can take 3 years off to become teachers. Seems out of line with the demographics of the state.
Will be very hard to do in 4 years
May be better done in the induction phase when teachers know more about level and content they are most interested in

Standards problematic for blended programs.
Important to be realistic about what can actually be done.
Chancellor's office wants us to cut back; you want to add on
Consistent with primary goals, interdependent, coherent
Reorganize standards to make it clear which are for candidate and which are for university

Standard 1: Program Philosophy and Purpose

Comments, Concerns

Philosophy lacks depth, sustained study; too much factoid learning
Do not turn program into technical/vocational training
Goals so vast, so specific
Philosophy undercut by multiple, specific requirements
Philosophy should be developed at IHE
IHE's need to communicate better
Should maintain requirement of both upper and lower division courses
Philosophy should mention improved teacher performance
Health should be in basic philosophy

Standard 2: Required Subjects of Study

Comments, Concerns

Health should be mandated at all grade levels
Standards should emphasize and include health
Inclusion of upper and lower division coursework (2.1) unrealistic
Too much emphasis on individual subjects
Health should be incorporated into other subjects, e.g. PE and HD
Need specific credentials for all grades
2.1 upper and lower division in each subject area may be difficult to obtain
Standard 2 lists health yet there are no content specifications in Appendix A
Make lower and upper into upper or lower
Teacher preparation should include an understanding of and preparation for adjunct duties
2.3 Do units received in remedial classes count toward General Ed. Requirements?
Consider setting a state or national standard for all institutions
In social science no preparation to deal with current events in the world (only US)
Concern alignment in textbooks. The amount of reflection needed
Prevention of violence drugs leads to need for health issue coverage
Social justice and school and classroom level
Human Development weak not based on active inquiry
Too much content added, especially in visual and performing arts and Science. Can't do everything. What is most important? Focus!

Need to keep upper and lower division subject matter. The reduction of subject matter content will seriously harm preparation.
Coursework in reading instruction must be included in all grade levels.
P36 science principles relationship between science-does not match the standards
Need definition of minimum scholarship in 2.4.
P 33 last sentence unclear all prospective teachers 68 units needs clarity
6-8 grade teachers need specific algebra training
Need leadership, team membership and facilitation skills to be taught to Teachers

Additions/ Changes/Clarifications

Health Education needs Standards/ Content Specifications
Need to assure that Physical Education is taught
Need child development
Need first language acquisition
Need second language learning
Need to teach about the whole child
Need oral and written communication
2.4 “minimum scholarship” not well defined
Change word theory in science as related too evolution
Eliminate spelling and reading as content areas

Standard 3: Depth of Study

Comments, Concerns

Object to limiting (restricting) concentrations to major areas of study
Like allowing lower division
Lower division waters down depth
Need more clarity on what is acceptable
Depth of study impossible with liberal studies major-need and Academic major
There are not enough units for any academic concentration. History and social science content does not prepare teachers for skills on other social science (i.e. political science, geography, anthropology) that are required.

As it is, currently a diversified major cannot obtain one depth required by this document? When the maximum number of units in a major is 12 credits? Get rid of “institutions not just pile on classes to meet requirements. Reduce the number of classes in diversified major so they can focus on an area-develop depth-concepts, structure of discipline, methods of inquiries.

Additions/ Deletions

Need health as a depth area
Allow Spanish as an area

Allow areas such as special education as an extension of human development
Would like concentration to include an application course
Remove coherent from 3.1

Standard 4: Integrative Study

Comments, Concerns

Too narrow/detailed when linked to content areas and disciplines
Whole program should be interdisciplinary
Required elements of understanding conceptual foundations, values, principles of connected disciplines unrealistic
Making connections important
Standard 4 should be integrated into others
More emphasis should be placed on the processes and disposition of inquiry which can be transferred to other areas of study.
How many campuses do not have subject matter faculty who can (or are interested in) teaching integrated classes?
Remove 4.4
Remove 4.5

Standard 5: Effective Curriculum, Teaching and Assessment

Comments, Concerns

Need to include health education (5.10)
Object to requirement of multiple courses in areas such as visual and performing arts/ must we have a course in all VAPA areas
Distinct coursework in 5.7 and 5.8 a problem
All parts of history means five courses
Need to address second language development/literacy
5.4 to 5.11 too restrictive
Need more classroom organization
Integrate classroom management
Who will fund faculty development?
Why apprehensions only in math?
Do you really want distinct science coursework?
Teachers need role models
Standard 5 needs emphasis on classroom based content and assessment for children
Great emphasis on performance.
Issue on apprehensions should be in all areas
Attitudes and dispositions need to be addressed throughout
Merge 5.1 and 5.2. Use 5.7 as the model

Standard 6: Assessment of Subject Matter Competence

Comments, Concerns

Need assessment in health
Too much information that does not relate to the classroom
Need to reevaluate 6 hour MSAT
Need to simplify MSAT
Include Subject matter assessment in post bac program too
Standard requires 100% proficiency, too high
Need full funding
Difficult and costly, use course grades
Assessing depth and content specs too much
Too much emphasis on individual subjects
Assessment not doable on large campus
Why do we need to remember this stuff?
Teaching is an art; you can't assess it
Assessment should relate to real life teaching situations
We only teach to SAT 9 now, no science, history, arts, suggest you start over

Changes/Clarifications

Define Summative Assessment
What is acceptable as summative assessment
Need more specifics on expected results
Who is program staff
What is the role of the support provider? Principal?
No comprehensive course could possible assess all subject matter areas
Preparation of Assessors
Will we need to increase staff to monitor assessment process?
Where is it stated that candidates who are not demonstrating competence will be counseled out?
Very important as long as clearly defined.
6b who is program staff who periodically evaluated?
6.6 Program staff are district or IHE?
Create one standard evaluation for all programs.
Explain performance 6.2
Clarify/delete 6.5
Delete last phrase 6.1
Delete 6.2

Standard 7: Field Experiences

Comments, Concerns

This will help tremendously
Standard has too much in it
Concern that conferences with K-8 teachers is too costly and difficult to implement
Object to extensive field experiences in subject matter
Schools will be overrun with observers/ not enough certified personnel
Impossible to implement when you have 2,000 students
Need funds to implement
Must get students into classrooms earlier
Could computer based field experiences be acceptable?
Too dependent on the quality of the classroom they enter
Structured observation could be videos and other assessments
Candidate need to observe across subject areas (7.4)
7.6 is problematic-just getting teacher to evaluate to be a master teacher is hard
7.5 Unclear as written: too restrictive; dialogue with faculty should suffice-make
“and” in third line “and/or”
Will late deciders have to do this field experience? It may be an opportunity for them
to evaluate their choice to invest in the credential program.
People teaching is subject areas do so effectively by having some experiences in the
public schools? To fully understand the content of subject matter to
classrooms/students.
Amount of field experiences
More emphasis on the quality of cooperating teachers.
How are we going to find enough master teachers?
Early field experience will discourage community college people. Seems like new
standards are meant for freshmen, not multiple entry.
7.5 not possible in a realistic world.
7.2 is not enough
How does it apply to career changers or people who go into teacher education after
graduating?
7.5 almost impossible to meet/too burdensome
7.6 Delete
Requirement in 7.4 of multiple sites will lower quality of experience/ be at
Cost of depth

Standard 8: Diversity

Comments, Concerns

Pleased to see this
More emphasis/ priority
Language not strong enough

8 is too general. Add inclusion/ students with disabilities- too general
 Too much exceptionality included as a form of diversity
 Mainstreaming needs to be separate
 The requirement to teach teachers to work with special populations should remain a separate class, and integrated
 Strengthen language related to violence prevention
 Add health to this standard
 Remove 8.4 (repetitive of 7.4 and 8.1)

Standard 9: Technology

Comments, Concerns

Too much emphasis on technology
 Need with all students
 Be sure in at risk schools
 Only relevant in schools with technology
 Hard to infuse in all courses
 Would be better in insure proficiency rather than require coursework
 Technology becomes embedded into the curriculum
 9.1 and 9.2 are repetitive/embedded
 Campuses don't have technology experts in all subject areas plus public
 Schools don't use technology that much
 The standard is too broad, unworkable
 9.3 unrealistic for each subject area
 Consider energy crisis- districts cannot support energy costs
 Technology is not available in the classroom
 University faculty not prepared
 9.3 is problematic, would require an additional course

5

Standard 10: Leadership

Comments, Concerns

Allow more flexibility to generate faculty interest
 Partnerships with professional organizations like CSLA
 Use teachers on loan from districts to be university staff
 University staff needs to work with district staffs to stay current on exceptions at the district level through use of materials in course work, currently being use along with best practices i.e. Schmaker
 Need more congruence between university and school.

Standard 11: Resources

Comments, Concerns

Helpful, great
Not enough resources
Already overloaded in teacher prep and this leads to an education major
As it is written, it will be too expensive for large institutions to run subject matter programs
Where will the resources come from?
Training and selection of master teacher-make funding available
How are resources being allocated? How much is enough?
11.3 conflicts with 7.6 This asks us to allocate someone else's resources
Big concern regarding resources to carry this out.
Include health
Need to define sufficient resources

Standard 12: Advisement

Comments, Concerns

Emphasize classroom management
Unreasonable for 4 year colleges to assess community college courses
Does this make advising mandatory?
12.3 and 12.5 are very good
essential
Will it be the same for all? Advisement for all "early"
Articulation between colleges
Teachers should be counseled on the advantages of major versus multiple
Subject program
Include health

Standard 13: Program Review

Comments, Concerns

Where is health?
Define periodic review intervals in 13.1

ATTACHMENT 5

PROFESSIONAL TEACHER PREPARATION STANDARDS

Summary of Comments Received from the Field
via On-line Survey and Field Forums

PROFESSIONAL TEACHER PREPARATION STANDARDS

Summary of Comments Received from the Field via On-line Survey and Field Forums

RECURRING POINTS

- Increase health education requirement (10)
- More strongly address diversity/prejudice issues (3 w/ ref. to sexual preference issues) (8)
- Mental Health/School Safety/Character Education (3)
- Conflict between placement of S.T's in underperforming schools and placement with qualified cooperating teachers (2)
- Cost to IHE's for implementing TPA (2)
- Overlap between some standards/categories/documents (2)
- Too many requirements to cover given time/unit limits (3)
- Need to more clearly address demeanor/disposition of candidates issues

SOME OTHER NOTES ON SPECIFIC STANDARDS

STANDARD 1 (NO RECURRING POINTS)

- Design should be student-centered. Consider diversity of student population
- Add element related to learning about student development and students' disposition toward learning

STANDARD 2 (NO RECURRING POINTS)

- Concern about lack of input re: program evaluation and implementation decisions
- Clarify that both IHE's and districts have responsibilities in the partnership. Not all schools warmly accept partnerships because they lack the necessary resources to be full participants

STANDARD 3 (NO RECURRING POINTS)

- "Variety of methods" inconsistent with the need to teach to student standards/high-stakes tests
- Emphasize classroom management and task procedures

STANDARD 4 (NO RECURRING POINTS)

- Replace "reflection" with "critical thinking, reasoning and enquiry"

STANDARD 5 (NO RECURRING POINTS)

- Strengthen: Teachers need to address classism, racism and homophobia. To minimize bias is not enough. Teachers should be given effective tools for confronting prejudice.

STANDARD 6 (NO RECURRING POINTS)

- “Multiple opportunities” is not realistic
- Include consideration of students who can’t perform well regardless of how much help they’re given
- Stress importance of classroom management and procedures

STANDARD 7 (NO RECURRING POINTS)

- Current courses in reading are inadequate. Should include both RICA stuff and how to teach reading at different grade levels
- Teaching reading should be a separate component that stands on its own

STANDARD 8 (NO RECURRING POINTS)

Re: a) expectation should be “to the greatest extent possible”
What about people who decide to teach after they graduate?

STANDARD 9 (NO RECURRING POINTS)

Remove a: technology is changing too fast
California classrooms don’t have the equipment or tech support to do this
Relies on schools to have students who have access to computers

STANDARD 10 (NO NEW RECURRING POINTS)

- 2 Too much “PC” language. Use “classroom management” and “creating and maintaining a suitable learning environment”
- 3 A number of comments on health ed.
- 4 Needs clearer language with a focus on students as critical enquirers

STANDARD 11 (NO RECURRING POINTS)

Educational research hardly ever reaches the classroom or students
Needs explicit language about AIDS in all grade levels
Needs language concerning the rights of gays/lesbians

STANDARD 12 (NO RECURRING POINTS)

Active involvement in student learning should be emphasized
Need to clarify what “professional responsibilities” are

STANDARD 13 (NO RECURRING POINTS)

Use lots of visuals
Teachers need to learn how 1st literacy connects with 2nd language acquisition and literacy

STANDARD 14 (NO RECURRING POINTS)

More class time than one course is needed for this topic
Standard should require teachers to circulate regularly during class
Should include the role of the teacher as a student advocate

STANDARD 15 (NO RECURRING POINTS)

All beginning teachers need induction support

If done right, this will double the cost of supervision – it isn't possible to do this with the present level of resources
Not clear whether all placements need to be in public schools

STANDARD 16 (NO RECURRING POINTS)

Most sites are not implementing standards and won't until state testing mandates it
Underscore the importance of qualified field supervisors

STANDARD 17 (NO RECURRING POINTS)

A distinct screening process for new teachers should be instituted rather than making students suffer through an experience with a student teacher

STANDARD 18 (NO RECURRING POINTS)

(g) not plausible for secondary folks

STANDARD 19 (NO RECURRING POINTS)

Testing at point of entry into the teacher preparation program should be sufficient
Assessment is shortsighted, politically motivated and invalid

STANDARD 20

None

STANDARD 21 (NO RECURRING POINTS)

Teachers should be trusted more. Assessments should be left up to the teachers

STANDARD 22 (NO RECURRING POINTS)

(d): remove -- too specific for supervisors. (e): remove – too restrictive for small schools. (f) remove – assessing assessors' assessments

STANDARD 23 (NO RECURRING POINTS)

This sounds like you don't trust the assessors

ATTACHMENT 6

PROFESSIONAL TEACHER INDUCTION STANDARDS

Summary of Comments Received from the Field
via On-line Survey and Field Forums

PROFESSIONAL TEACHER INDUCTION STANDARDS

Summary of Comments Received from the Field via On-line Survey and Field Forums

GENERAL COMMENTS:

- Each student should receive health education in grades 9-12
- Health education should be mandated for all teachers
- Health education should be mandated in all schools (2 times)
- Health education should be taught at all levels of the curriculum (6 times)
- One year in health education requirement in high school
- Core subjects should be taught in the primary language of the country. Sheltered English should be used whenever possible.
- Standards should not require beginning teachers to teach and take additional coursework
- Concern about appropriate personnel to manage whole program
- Concern that BT directors must know BT well enough to grant or not grant a credential
- Will CCTC use standardized forms to document standards?
- Project directors will not complete each standard due to sheer number of standards and elements
- An overall staff development program needs to be aligned and implemented
- Should now be called Teacher Induction or Professional Induction not BTSA
- Support is overshadowed by assessment requirements.
- Conflict with BTSA and PAR and role of site administrator
- Include a glossary of terms for the whole document
- Format and language should be developed to be more reader friendly
- We are pleased to see standard 3.
- All roles must be clearly defined
- Standards need to make clear that PDPs and induction program need to work collaboratively with education services
- Some elements are too specific (e.g. collaboration)
- Needs an accountability instrument
- Articulation between BTSA and IHE is vital
- Professional development needs to be built into regular teaching duties
- All are needed but need to be prioritized.
- Should provide an option for those in blended programs to opt out of 2nd year since they have been in the classroom
- What links are being made to national standards such as ATE?
- How can/should districts coordinate this into a coherent whole?
- Do BTSA people offer all training in Standards 16-19 or can we diversify?

COST

The option of full-time SPs is not available to many projects due to limited funding for BTSA

Need sufficient funding to allow this to work (appears 18 times)

If you're paid with BTSA money then you should be doing BTSA work

Additional funding is needed for rural areas that are not easily accessible for trainers and incur more costs due to the location

STANDARD 2: We need an increased allocation per participant to meet these increased responsibilities (appears 2 times)

STANDARD 6: (d) how long can you extend induction funding? (3 times)

STANDARD 7: What resources are available to reward IHE collaboration? (2 times)

STANDARD 11: (b) funding is needed to implement this

STANDARD 12: (a) add program offers resources

STANDARD 13: (e) and (g) A new role must be defined and funded for these elements to be carried out

STANDARD 15: Use of existing resources must be primary focus (appears 4 times)

EMPHASIS

Student diversity and family background should be a core concern of teacher prep programs

STANDARD 15: (e) and (d) should be emphasized

STANDARD 19: Intensive training and experience for identifying and accommodating special needs students must be included in all teacher prep programs (appears 2 times)

IMPLEMENTATION

- STANDARD 1: Each district should provide leadership (not consortia)
Need more definitions: “qualified” leaders; “sufficient” resources
(a), “sponsoring organizations” (a); “in proportion to its level of effort” (a);
An element is needed for “adaption”/provisions to allow for geographically, rural consortiums (with low numbers of BTs and limited resources from sponsoring organizations)
Is this an oversight committee or leadership team?
(a) is not needed
- STANDARD 2: (b) and (d) use of term “participating” teacher might be confused with language in PAR
variance needs to be made for districts vs. consortia
- STANDARD 3: seems thoroughly assessed and well-written (appears 3 times)
Delivery needs to be taken into account (i.e. adults) (3 times)
Actual field experience as a SP
Differentiate the training for specific populations
Do not call these people “providers” it confuses roles
(a) SP needs a SP
(b) could eliminate some great presenters
(b) How will this be assessed?
(c) why do PDs need more training?
(c) how is quality assured?
(c) does not apply to one-trainer programs
(c) who does training?
(d) who in program evaluates (2 times)
should include levels of PDPs like co-facilitator, main/Lead, and facilitator as defined by local programs
participant evaluations are important
(d) what would an evaluation look like
(d) PDPs don’t need a group meeting
(d) seems like two separate ideas (2 times)
- STANDARD 4: define “diverse community members”
(b) program participants should drive the adjustments in program design
- STANDARD 5: May need to be done in 2 pieces (small districts and consortia)
How will we evaluate assignments?
How will collaboration work? How will overburdened IHEs collaborate?

Takes responsibility off teacher and places it on district, will new teacher have any responsibility in this?

Is credential analyst responsible for all district or only the BTSA program?

Will need sophisticated data system

(c) How will results of TPA be articulated?

(c) How can process be streamlined to articulate with multiple districts/consortia?

(c) Is redundant to 5a and 5b

(d) Will be hard to manage in large consortia

(e) Why wait 120 days? Needs to begin immediately. (3 times)

(e) What about late hires?

(f) Should be part of std. 11

STANDARD 6: Who is responsible for evaluating poor performance? Define poor teaching (4 times)

Doesn't this put credentialing responsibility on BTSA director? (2 times)

A number of terms need to be defined (4 times)

Roles need to be clarified (3 times)

(a) Shouldn't credential analyst handle this?

(c) The role of the principal has been cut out of the process. Increase this role.

(c) roles need to be defined in this process (2 times)

(c) SPs are teacher peers and should not be involved in recommending for credential- it's an issue of trust (3 times)

(c) isn't this more of a PAR issue? (3 times)

(c) who is responsible for planned process? Advising?

(c) can one deemed "not suited" move from one program to another?

(c) violates SP/PT confidentiality (2 times)

(d) how will you account for maternity leave or leave of absence

(d) Is funding going to be extended? (2 times)

STANDARD 7: Should be optional (2 times)

How do we "reward" leaders "appropriately"? (4 times)

Will K-8 or 9-12 districts be required to address K-12 issues?

(b) delete, this is unmanageable

(b) will be difficult for multiple district programs

(d) define "collaborating partner's responsibilities" and "responsible"

STANDARD 8: SP selection and assignment should be decided and administered locally (2 times)

- Program selects SPs not following former mentor teacher guidelines
 Who determines SP qualifications?
 Language is needed to monitor SPs
 (d) How is this documented?
 (e) District should decide whether input is needed
 (e) Will there be a questionnaire for matching SP and BT?
- STANDARD 9: Sounds like SP is taking on role of evaluator
 SP professional development need to include specific reference to developing and implementing IIP
 Is SP responsible for knowledge of credential requirements.? (2 times)
 SPs need continued subject-matter professional development.
 Well-done and clear.
 Should be a state-level checklist.
- STANDARD 10: Program should include a master's degree due to amount of classwork
 What makes a record "transportable"?
 Move IIP "stuff" to Standard 13. Change this std to deal with BT professional development
 Need flexibility
 (c) Site administrators must play a major role in credentialing
- STANDARD 11: (c)(vi) how do we separate BTSA and PAR?
 Define "challenging setting"; how will this affect negotiated teacher assignment procedures? (3 times)
 The role of the principal has been cut out of the process. Increase this role.
 Does site administrator provide orientation?
- STANDARD 12: Include university grad program
 Include support-ratio considerations for challenging classroom (2 times)
 (b) is TPA shared with support provider?
 The elements don't seem to fit the description of the standard
 (a), (d) and (f) don't deal with the implementation/creation of an IIP
 (a) districts don't have time, funding or trainers to address more prof dev topics that were covered by universities (appears 2 times)
 (e) define sufficient time for program work
- STANDARD 13: Need more flexibility (appears two times)
 What due process will be in place for those not recommended for credentials?

How do BTSA directors verify completion of program?
 (b) Are monthly assessments formal or informal? Who does them?
 (b) Scope is overwhelming for district.
 (c) Needs to be spelled out
 (c) What is a valid assessment?
 (e) CSTP and DOP need to be basis for this
 (g) how will this affect the quality and genuineness of BT formative assessment
 (g) how do we verify all in IIP as evidence for credential?

STANDARD 14: Add “diverse approaches to learning” to this standard
 Who selects core area of focus for BT?
 Who has access to the results of TPA?
 Elements a to h are rather broadly written
 (a) What does “beyond” mean?
 (b) Documentation will be needed (2 times)
 (b) Whose responsibility is it to provide prof development?
 (g) Can be limited, may not be much diversity in some communities, BTs may need training for this.

STANDARD 15: See where students need most help and start from there
 Comprehensive- good stuff!
 What schools have these technology resources? (2 times)
 What about P.E. teachers?
 Will be difficult to find SPs who can assist in this standard
 How will this be documented? (2 times)
 How do we address sites with no computers? (4 times)
 This is too complex for LEAs.
 Could integrate with CTAP certification.

STANDARD 16: Implementation of appropriate strategies will be critical
 May be redundant
 Should the district provide this?
 Does completion of CLAD/BTTP take care of these reqts?
 Elements are difficult to document
 How are the elements measured? What evidence is needed? (4 times)
 Sexual orientation of student must be included.
 Can be condensed and simplified (e.g.-a and e)
 To what degree will CFASST help districts collect evidence that teachers demonstrate or understand the elements?
 (b) Is not appropriate for all grade levels.

STANDARD 17: Will BTSA teach or evaluate this component?
 IHE can be used for health reqts.
 These are school issues not induction issues. (3 times)

How is this documented?
 Health and safety issues shouldn't be a separate standard (appears two times)
 This is not needed. (2 times)
 (e) how is this monitored?

STANDARD 18: Treat English learners like all students use best practices for all
 What constitutes evidence from classroom practice?
 Too many items to implement
 Will CLAD/BCLAD take care of this requirement? (2 times)

STANDARD 19: Too long
 How is this applied to the BTSA program?
 How will "demonstrates" be measured?
 How is this documented?
 All elements are needed.
 (b) Laws on suspension, Hughes bill, GATE should be included (4 times)

IMPORTANCE

Standards 1 thru 9 don't belong in BTSA or should be with other depts.

STANDARD 3: Vital to the standards
 Assures program quality and accountability
 Selection procedures are of prime importance

STANDARD 5: Demonstrates the importance of collaboration with IHE

STANDARD 12: (a) all BTSA SPs should observe competencies and IHE should teach content

STANDARD 15: Technology is not "the" solution to all our problems
 Utilize COEs as they are technology hubs for regions

STANDARD 16: Include more cultural and ethnic groups not just "major"

STANDARD 19: include "at risk" standards in elements a thru h

RECOMMENDED EDITS

- STANDARD 1: (b) the word “effective” should be added before “implementation”
(c) team should have knowledge of formative assessment
- STANDARD 2: an element is needed to address what a program can do when prof dev is not available for geographic reasons
- STANDARD 3: (d) first line should read: “To protect the continuity of the programs, the performance of professional development providers is regularly evaluated to determine the retention of individuals who are consistently effective.”
Change “knowledge” in (b)(i),(ii),(iv), and (v) to “awareness”
Change title (not Professional Development Providers)—use trainers, consultants or presenters
Standards 3 and 8 should be combined (3 times)
define “build program capacity”
simplify language to be more reader friendly
(b) should say “may include”
(b)(v) should include socio-economic
add to (b)(i) knowledge of district content standards
add to (b)(ii) understanding of teacher
add to (b)(v) Knowledge and application
change wording in (b)(viii) commitment to continuing professional...”
rewrite (c): “The program provides education and training for professional development providers who train...The program provides time...to meet together...reflect on their own efforts...”
(b) add ELD standards
(c) clarify who “them” are
- STANDARD 4: (b) change “regularly conducted” to “on-going”
- STANDARD 5: change last sentence to “Program staff advises new hires on program requirements. Program staff refers new hires to appropriate office/staff/departments/agency regarding professional credential requirements.” (2 times)
Add “K-12 sponsors” to the title.
Clarify “program staff”
(d) clarify qualifications regarding qualifications for BTSA program
(e) clarify “120 days” (6 times)
(e) clarify “at the point of hiring”

- STANDARD 6: (b) should include a planned process that can allow someone to go from district to district
(c) should be “assisting” not advising teachers who are not suited
(e) need standards for portfolio
- STANDARD 13: (g) change to “as directed by each beginning teacher”
- STANDARD 14: elements (b) thru (h) seem to be a delineation of the CSTP, if this is intentional use CSTP as elements a-f with supporting appropriate delineation for this standard
Is (a) redundant?
- STANDARD 15: (e) and (f) should be combined
- STANDARD 16: (b) “several” instead of “major”
(e) “her/her” should be “her/his”
- STANDARD 19: change wording in (h) “...demonstrates recognition and use of assessment information of the...”

ATTACHMENT 7

Letters Received from Organizations and Individuals in Response
to the

Draft Elementary Subject Matter Standards
Draft Professional Teacher Preparation Standards
&
Draft Professional Teacher Induction Standards

Summary of Comments Received from the Field
via On-line Survey and Field Forums



Sweetwater Union High School District

Office of Curriculum and Instruction - HIV/AIDS Prevention

1130 Fifth Avenue

Chula Vista, CA 91911

(619) 585-7888 • Fax: (619) 427-9714

February 14, 2001

To Whom It May Concern:

As an educator with over 20 years of experience in teaching Health classes for Sweetwater Union High School District, the largest secondary school district in the state, I know first-hand about the importance of Health Education for California students. I commend the commission for being supportive of Health education by integrating Health into all levels of CTC standards. It is extremely important that Health content be learned before teachers are actually in classroom. When teachers are confident of their knowledge of subject matter, they are much more likely to teach it with the passion that makes it come alive and be relevant to students.


I am concerned that the content specifications found in the Appendix of the Undergraduate Program Standards do not include specifications for Health education. If these are not enumerated, how will undergraduate liberal studies programs ensure that prospective teachers learn what is important for them to teach and how will they develop the excitement needed to convince students of its importance? I encourage the Commission to engage the services of Health Education specialists to write content specifications for the document to guide liberal studies programs to appropriately address required elementary curriculum content, even though the MSAT does not test for Health subject matter.

Today, the leading causes of death for young people include accidents, suicide and homicide; AIDS is in the top ten causes of death. What course content other than Health teaches about accident prevention and safety, suicide prevention, anger management, and disease prevention? The most common diseases from which adults suffer are what we call lifestyle diseases, those that can be prevented by engaging in healthy behaviors: good diet, exercise, stress management, not using or abusing substances including alcohol and tobacco, being sexually abstinent or monogamous. While these may seem like common sense to educated people, to young people they often are not integral to their family lives. If students do not learn these in the home, which many do not, where will they learn them if not from teachers trained to present them in ways that will stand a chance of changing behavior?

The state education code contains 15 to 20 references that are relevant to student health and safety education, some of which deal with sensitive issues, such as sex education. If a teacher begins his or her career without being trained to teach about controversial issues, there are several potential problems for the teacher, the school and the district, most of which we all prefer to avoid. While I agree that support for teachers is important in the Level II standards, prior training is vital to problem prevention and to a teacher's success in the classroom.

As a parent and a teacher, I know that healthy kids make better students and healthy students make better communities. We have a responsibility to young people to ensure that their health education is not neglected. Please retain Health standards at all three levels of professional development and include Health content specifications in the Appendix of the document. These tasks could more easily be achieved by including Health education specialists on the panels developing the standards. Thank you!

Sincerely,



Carol A. Shaw

Health Curriculum Specialist

Concerns Regarding Draft Standards for Multiple Subject Matter Preparation Programs

At California State University, Fullerton, the state-approved program of study that waives the MSAT is the Multiple Subject Matter Preparation Program (MSMPP). The MSMPP is administered by the Center for Careers in Teaching, but the MSMPP Committee establishes the program policies. The MSMPP Committee, comprised of faculty from across the subject matter disciplines as well as from the Department of Elementary, Bilingual and Reading Education and the Department of Special Education, will be responsible for addressing the new standards once they are in place. After careful review of the new draft standards, the MSMPP Committee has several concerns about the proposed standards. These concerns are summarized below.

General, overarching concerns:

1. The new standards appear to be written with the view that students participating in multiple subject matter preparation programs are primarily in blended programs and that the decision to enter the teaching profession ordinarily occurs early in their academic careers (e.g. freshman or sophomore year). We urge the Commission to recognize that the suitability of blended programs varies from institution to institution and from student to student. Institutions with large numbers (>2,000) of students planning careers teaching elementary school simply cannot meet the extensive field experience standards for blended programs *for all their students*; there are not enough education faculty to cover this number of undergraduates in addition to supervising the students in the credential programs. Furthermore, a significant number of students who choose careers teaching elementary school or special education make this decision in the sophomore or junior year in college, making it difficult for them to participate in blended programs.
2. The new standards are quite prescriptive. The more rigid the programs are, the less likely students will complete them. If subject matter preparation programs are packaged to include what students perceive to be excessive and burdensome added coursework, "extra" field work and assessment demands, the result will be a mass exodus to the alternative: Taking (and passing) the MSAT. We recommend that, wherever possible, the Commission infuse flexibility into the standards.
3. These draft standards do not make reference to future special education teachers. The language of the standards should include those students planning to obtain the Special Education Specialist Credential since they are held to the same subject matter standards as students pursuing a Multiple Subject Credential.

Specific concerns:

Standard #2: Required Subjects of Study

Required Element 2.1 states, "...programs include appropriate lower division and upper division studies in each major subject area." We object to requiring lower and upper division courses in each subject area. In some subject areas, lower division courses will suffice, while in other areas only upper division courses may suffice. Institutions that cover competencies with integrated courses should not be compelled to add additional courses just to satisfy this element. Further, when competencies can be covered with lower division course work, why tack on upper division courses (or vice

versa)? We recommend omitting Element 2.1. in an effort to infuse greater flexibility to the standards.

Standard #5: Effective Curriculum, Teaching & Assessment Practices

The language used in Elements 5.4-5.11 should be adjusted so as to allow institutions to meet the curriculum needs in different ways. Specifying broad areas rather than prescribing particular courses will allow an institution to cover the required content via avenues that are most effective for that institution. References to "distinct coursework in ____" should be removed to allow institutions to use integrative courses whenever possible. Institutions will then have the option of using distinct, separate courses, or integrated courses.

In a related issue, a review of the extensive content specifications for each subject area found in the appendix makes it clear that idealism won out over pragmatism in each case. Each subject area content is detailed and extensive—to the point where we are asking undergraduates to become subject area experts in each field. Again, we recommend using broad, rather than detailed, language in describing the content specifications.

Standard #6: Assessment of Subject Matter Competence

Required Element 6.5 addresses the assessment of an individual who already holds a baccalaureate degree upon beginning work on a subject matter preparation program. We are concerned that those reviewing subject matter programs for approval may narrowly interpret this element. Examples of the various ways this assessment may take place would be helpful here.

Standard #7: Introductory Classroom Experiences

This standard is written as if most of the students in subject matter preparation programs are in blended credential programs. While we acknowledge that early and varied field experience is optimal, we object to requiring *extensive* field experience for a *subject matter* preparation program. The Commission is urged to consider the large numbers of students many institutions work with. At CSU Fullerton, we have over 1,300 Liberal Studies majors. In addition, approximately 60% of the 1,300 Child & Adolescent Development majors plan to become teachers. The CSU Fullerton Center for Careers in Teaching conducted 1,600 transcript evaluations for our MSMPP in the calendar year 2000 and, based on the first quarter of 2001, we anticipate conducting 2000 evaluations in the year 2001. The kinds of prescribed experiences referred to in this standard is nearly impossible to imagine given these numbers. There are not enough education faculty and eligible elementary classroom teachers available to serve this many students.

Required Element 7.5 states, "Each prospective teacher's K-8 introductory classroom experiences include planned, focused pre-visit conferences and reflective post-visit dialogues with one or more K-8 teachers and one or more college or university faculty members." We are concerned this will place undue burden on current teachers who already have much to do. Requiring each of our students to have an appointment to talk to the teacher prior to and after each observation is simply too much to require of classroom teachers who may also be working with our student teachers, serving as support providers to interns, and/or participating in the BTSA program.

Required Element 7.6 states, "Each prospective teacher's experiences include cooperation with at least one carefully-selected certificated classroom teacher....the institution seeks to place each prospective teacher with a certificated classroom teacher

who has been identified by the district as one whose work exemplifies the California Standards for the Teaching Profession." While we agree that this is the ideal, we object to making this a required element. We already know that there are not enough certificated personnel who meet these standards to serve as master teachers for student teachers in our credential programs. To require this same population of teachers to tolerate a steady stream of observers coming through their classrooms is unfair and will be unduly disruptive to their classrooms. If we cannot eliminate this element, at least modify the language so that institutions can also identify classroom teachers whose work exemplifies the California Standards for the Teaching Profession. (The current language specifies teachers "identified by the district...")

Standard #11: Resources for the Subject Matter Program

If the draft standards are adopted as written, it will be too expensive for large institutions to offer subject matter preparation programs. Large institutions like CSU Fullerton that work with thousands of undergraduates planning careers teaching elementary school cannot afford the extensive assessment and field experience coordination required in the new standards. A careful review of this standard alone suggests the need to revise the previous standards.

Conclusion:

All of us who participate in the undergraduate education of future elementary school teachers are under tremendous pressure to *increase* the pipeline of individuals flowing into credential programs. Simultaneously, we are under pressure to *decrease* the time to degree and credential. Establishing new standards that are restrictive, detailed, extensive and rigid works against all of our efforts to accomplish the goal of putting more trained teachers in our classrooms.

Thank you for the opportunity to participate in the field review of the proposed standards.

Noelting, Nadine

From: Jerry Brunetti
Sent: Thursday, May 31, 2001 11:18 PM
To: nnoelting@ctc.ca.gov
Cc: Jerry Brunetti
Subject: My Response to SB2042 Survey



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Dear Nadine,

Returning from Sacramento after a day at the Commission offices working on Blended Program proposals, I tried to finish inputting our responses to the SB2042 Survey. I had already inputted responses to Category 1 (Standards 1-6 of the Subject Matter Requirements for the Multiple Subject Teaching Credential), but the survey would not let me move on to Category 2. I tried several times, but it would not let me. Since this is the last day to respond to the survey, I am sending you our entire response--i.e., responses to each of the 13 standards plus a summative response--with the request that you post these. My login ID is quercus1663. My e-mail address is either that listed above (jbrunett@silcon.com) or my Saint Mary's address: jbrunett@stmarys-ca.edu. My colleagues at Saint Mary's and I have worked to hard on this response to let it go unposted. If you would like to call me, I'll be at home until a little after 9:00 a.m. (510/524-0815), when I will go to Saint Mary's (925/631-4700). You can also e-mail me at the Saint Mary's address.

Thank you.

Jerry Brunetti
Liberal & Civic Studies Program
Saint Mary's College of California

STANDARD 1: Program Philosophy and Purpose

- o This standard speaks of an "academically rigorous and intellectually stimulating" program that will develop "strong foundational understanding of subject matter so that extended subject matter learning can continue during the teachers' professional preparation, induction and development." Saint Mary's faculty endorse this commitment. We note, however, that succeeding Standards propose a program remarkable for

STANDARD 1: Program Philosophy and Purpose

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STANDARD 2: Required Subjects of Study

- Saint Mary's L&CS faculty strongly oppose this standard, which mandates "lower- and upper-division studies in each major subject area" required in California public schools (eight areas!) and requires programs to address detailed content specifications. It is impossible to expose students to all of the required subjects and simultaneously achieve the academic rigor specified by Standard 1. We deplore the excessive emphasis on individual subjects, based, it appears, on the ludicrous assumption that elementary teachers must study a subject in college before they can teach it in elementary school. Well educated liberal arts graduates can learn unfamiliar subjects on their own.

STANDARD 3: Depth of Study

- Saint Mary's L&CS faculty object to limiting concentrations to the "major subject areas of study." We believe that elementary teachers can benefit from other concentrations, such as philosophy or religious studies. We also believe that it is impossible for most students to develop the kind of foundational understanding of the subject of concentration when fewer than 12 UPPER DIVISION units are required.

STANDARD 4: Integrative Study

- Saint Mary's L&CS faculty endorse the emphasis on integrative study, a prominent feature of our present SMP program. We believe, however, that it is unrealistic to expect students to understand the conceptual foundations, values, principles, etc. of the "connected disciplines" (see "Required Elements") on the basis of a few courses. Moreover, we believe that forcing prospective elementary teachers to choose an integrative concentration—which might be necessary given the plethora of required program courses—prevents their choosing other, subject-specific concentrations that might better serve their interests and their future

effectiveness in the classroom, e.g., concentration in mathematics or Spanish.

STANDARD 5: Effective Curriculum, Teaching and Assessment Practices

- Saint Mary's L&CS faculty believe that requirements in the major subject areas (5.4 – 5.11) are too prescriptive—often, it appears, requiring multiple courses in a given area e.g., visual and performing arts. These requirements, when added to concentrations and/or integrative study, and to requirements in pedagogy, and school-based field experience, mean that students will have few if any opportunities to take meaningful electives. Moreover, SMP programs across California will become very similar to each other. We do not see this as beneficial to prospective teachers, the elementary schools, or the state.

STANDARD 6: Assessment of Subject Matter Competence

- While supportive of the summative assessment of prospective elementary teachers through methods that go beyond course grades, Saint Mary's L&CS faculty believe that this standard, like Standards 2 and 5, places far too much emphasis on individual subject areas. We believe that a more probing assessment of elementary candidates' thinking abilities and intellectual habits of mind would more effectively gauge their ability to handle credential studies and the cognitive demands of the elementary classroom.

STANDARD 7: Introductory Classroom Experiences (K-8)

- While supporting the concept of introductory classroom experiences for prospective elementary teachers, Saint Mary's L&CS faculty are concerned about the specificity of some of the apparent requirements. For example, does Required Element 7.3 require that the candidates analyze and their elementary school observations in courses such as mathematics, biology, and history? That will not work in a liberal arts college, where subject matter courses characteristically serve many different majors. The requirement that candidates work in more than one school and grade level could prevent them from getting in-depth experience that would be more valuable.

STANDARD 8: Diverse Perspectives

- Saint Mary's L&CS faculty strongly endorse this standard, which requires that prospective elementary teachers be meaningfully educated in issues of and dimensions of diversity (race, ethnicity, gender, socio-economic status, sexual orientation), including analysis of their own attitudes and development of respect for human diversity.

STANDARD 9: Technology in the Subject Matter Program

- Saint Mary's L&CS faculty are generally supportive of this standard. We believe that it is important that prospective elementary teachers experience technology as an integrated part of their coursework, that they understand the potential and the limitations of technology, and that they understand some of the ways to use it effectively in the schools.

STANDARD 10: Leadership of the Subject Matter Program

- Saint Mary's L&CS faculty endorse this standard.

STANDARD 11: Resources for the Subject Matter Program

- Saint Mary's L&CS faculty strongly endorse the concept of the institution's providing sufficient resources to support the Subject Matter Program. In conjunction with our objections to parts of Standard 6 and 7, we express our reservations about the extent of institutional support needed for the recommended activities (Required Elements 11.2 and 11.3).

STANDARD 12: Advising Prospective Multiple-Subject Teachers

- Saint Mary's L&CS faculty strongly endorse the concept of identifying and providing high-quality advising for prospective elementary teachers. We also support effective identification and specialized advising for transfer students, as well as clear processes for evaluating and approving previous college work.

STANDARD 13: Program Review and Development

- Saint Mary's L&CS faculty endorse this standard.



OFFICE OF THE PRESIDENT

1111 Franklin Street
Oakland, California 94607-5200
Phone: (510) 987-9074
Fax: (510) 987-9086
<http://www.ucop.edu>

May 22, 2001

Executive Director Sam W. Swofford
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95814-4213

Dear Executive Director Swofford:

As you may know, Mary Sandy and Margaret Olebe of your office met with the University of California Education deans and directors in late February to discuss the draft standards of SB 2042, Reform of Teacher Credentialing. At that meeting, the group identified a number of issues in the draft standards for further discussion and comment.

I am pleased to forward the enclosed comments, analyses, and recommendations on several issues identified in the "Draft Standards of Quality and Effectiveness for Professional Teacher Preparation Programs." These comments relate to items that are likely to be problematic to the University of California's teacher education programs if the draft standards are adopted as written.

In addition to the item-specific issues, we are concerned about the sheer number of draft standards for our teacher preparation programs. The draft contains 23 individual program standards followed by 192 program elements and 16 teaching performance standards with five sub-items. While we are deeply committed to working within the new framework and to remaining fully accountable, we question the feasibility and value of having to document, through detailed written responses, compliance with all of the standards, given our existing resources. This bureaucratic challenge may distract from some of the more compelling dimensions of the policy.

At a time when continued teacher shortages are projected for the long-term, we are equally concerned about the potential of discouraging the number of applicants to teacher education programs in California as an unintended consequence of the new standards.

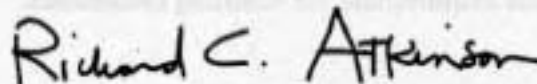
Executive Director Sam W. Swofford

May 22, 2001

Page 2

My colleagues and I appreciate the opportunity to comment on the drafts, and we are confident that with refinement, the improved standards will guide educators toward improving the quality and effectiveness of teacher education programs in California. If you would like to discuss our position on these matters or if you have questions, Assistant Vice President Robert Polkinghorn in my office or Director Randy Souviney of the Teacher Education Program at UC San Diego would be pleased to talk with you. Assistant Vice President Polkinghorn can be reached at (510) 987-9505 and Director Souviney can be reached at (858) 534-1682.

Sincerely,



Richard C. Atkinson
President

Enclosure

cc: Secretary Mazzoni
Provost King
Interim Vice President Gómez
Assistant Vice President Polkinghorn
Director Souviney
Education Deans and Directors
Advisory Panel Members for the Development of Teacher Preparation
Standards (SB 2042)

**Issues Related to the California Commission on Teacher Credentialing
Draft Standards of Quality and Effectiveness
For Professional Teacher Preparation Programs**

**Category D: Supervised Fieldwork in the Program
Preparation of Supervised Intern Teachers**

"The primary distinctions between interns and student teachers are (1) all interns have already fulfilled the state's subject-matter requirement for teaching credentials, and (2) interns serve as instructors-of-record during their preparation."

Issue

Under current standards, prospective interns must either pass the appropriate PRAXIS/SSAT or MSAT exams, or verify completion of 80% of an approved subject matter preparation program (SMPP). The new standard requires interns to have fulfilled the subject matter requirement for teaching credentials.

Analysis

While requiring full completion of the appropriate SMPP may appear to increase standards for interns, it is likely to have the adverse effect of reducing significantly the number of University of California mathematics and science majors currently placed in schools as interns. This anticipated effect is a consequence of the fact that subject matter preparation programs include courses in the major as well as courses to satisfy the breadth requirements. While some of the breadth requirement courses may contain important content that will help prospective interns teach specific secondary courses, to deny an internship to a graduate student with extensive academic course work in his/her field, especially in shortage areas like mathematics, the sciences and English, will be counter productive to efforts to increase the number of interns with substantial knowledge in core academic content areas. The majority of UC campuses admit students only in the fall, and candidates who have not completed the SMPP in time to be eligible for fall admission would be forced to delay entering into a program by a full year.

Recommendation

Build into the standards some flexibility for universities to determine the subject matter competence of those candidates who do not fully satisfy the SMPP. In addition to passing the PRAXIS/SSAT or MSAT exam, two possible alternatives for satisfying the subject matter preparation before commencing an internship are proposed:

1. allow a major in the authorized discipline, or restore the "80% completion of SMPP" rule for Single Subject credential intern candidates, and
2. maintain the "80% completion of SMPP" rule for Multiple Subject credential intern candidates, in recognition of the fact that many universities do not offer a "Liberal Studies" major or equivalent.

In both of the proposed alternatives, graduates would be required to complete the appropriate SMPP or PRAXIS/SSAT/MSAT exams before being recommended for the Preliminary MS/SS credential.

Category D: Supervised Fieldwork in the Program Preparation of Supervised Student Teachers

"Traditional patterns of supervised student teaching are widespread in California. Typically, student teachers are admitted to programs of professional preparation and they begin participating in supervised fieldwork concurrently with early coursework in professional education."

Issue

The draft section on preparation of supervised student teachers does not address the qualifications that must be met in order for student teachers to begin supervised student teaching. If the requirement is complete satisfaction of the SMPP or passing the PRAXIS/SSAT/MSAT exams, the same problem exists as for the supervised intern teachers.

Analysis

Explicit criteria similar to that for the Preparation of Supervised Intern Teachers section above should be stated for daily student teaching, but not for earlier field experiences.

Recommendation

Same as for Preparation of Supervised Intern Teachers section above.

Program Accreditation Precondition X: Assessment of Candidates' Subject Matter Preparation

"The program admits only those candidates who meet one of the following criteria:...
(c) the candidate provides evidence of having attempted the appropriate subject matter examination(s); or..."

Issue

In the past, candidates were not required to attempt or successfully complete the subject matter examination(s) or be in a waiver program in order to be eligible for admission to a professional teacher education program. The draft requirement seems arbitrary, and it is especially troublesome because of timing issues with the administration of the subject matter examination(s). Exams are not offered often enough or at convenient locations for those needing special accommodations.

Analysis

Students completing a baccalaureate degree at the University of California typically graduate in the spring, and spring quarter ends mid-June. This is true for most other colleges and universities operating on the quarter system. However, the subject matter examination for multiple subject and Praxis single subject are scheduled for June 23 or 24. The SSAT examination is scheduled for June 16. All examinations have regular pre-registration deadlines approximately one month before the actual examination dates. Frequently, students have not made a decision to enter a teacher education program before they have completed their undergraduate education. No subject matter

examinations are given during the summer months. The next scheduled examination date is in the fall—too late to satisfy Precondition X. Therefore, a reduction in the numbers of applications to UC's teacher education programs is anticipated as a consequence of arbitrarily requiring candidates to have passed or completed the subject matter examination(s) prior to admission. Out of state applicants who are often unaware of the testing requirements are especially likely to miss deadlines and thus would be denied admittance to a teacher education program.

Recommendation

It is important that candidates admitted to a teacher education program are aware of the subject matter competency requirements of the profession. It is recommended that an alternative be substituted in Precondition X of the draft standards regarding the timing of measures taken to ensure subject matter competency. For example, the above referenced precondition could be replaced by a requirement that students successfully complete the subject matter examination(s) before they begin to student teach on a daily basis. In addition, improved timing of the scheduled subject matter examinations is needed to ensure that examinations are offered on dates that synchronize with the schedules of graduating seniors. More locations and testing dates for all candidates could help prevent admission delays for future teachers and the loss of applicants to teacher education programs.

Category E

Summative Performance Assessment in the Program

"Pursuant to SB 2042, the standards in Category E replace current Standard 21, so the resources used to fulfill Standard 21 are assumed to be available for implementing Category E, which will cost more than Standard 21...Once the Commission has designed the major components of a teaching performance assessment, its costs can be estimated and the resources for it can be recommended as part of the ongoing State budget process."

Issue

In contradiction to the above statement found on page 45, anticipated increased costs of implementing the Teaching Performance Assessment component of the proposed preliminary Multiple Subject/Single Subject credential would have costs above the evaluation currently required under Standard 21.

Analysis

The estimated increase costs to UC is significant and cannot be funded solely within the existing faculty resource formula or the budget of the University. An augmentation in resources will be needed to recruit, train and support assessors in addition to existing supervisors and cooperating teachers. Increased faculty and staff administrative costs are also anticipated as a result of the added responsibilities for preparation of detailed assessment reports to support the transition of UC graduates to professional teacher induction programs. Together these costs will likely exceed the current \$750/student allocation for the performance-based RICA exam that assesses only one component of

the professional preparation program. UC's current cost for once per week supervision of student teachers is approximately \$3000 per student teacher or intern, based on a formula of 12 candidates per supervisor. If CTC funds the performance assessment development and ongoing assessor training costs, UC's incremental assessor and administrative costs is conservatively estimated at \$1500 per candidate. To attempt to make up this cost by an increase in the candidate load of supervisors would reduce the quality of existing supervision.

Recommendation

Raising the assessment standard for some institutes and implementing measures that will allow programs to be compared is likely to result in qualitative program improvements. However, strengthening the assessment of teaching performance as proposed cannot be achieved within UC's current FTE-driven formula for faculty and staff resource allocation. Student FTE would not increase under the proposed changes to teaching performance assessment. Therefore, additional funding will be needed for the assessment.

"The TPEs comprehensively describe pedagogical knowledge, skills and abilities that are most important for teaching the curriculum and student population of California's public schools. Because the TPEs will have strong content validity, all teaching performance assessment will be required to assess them."

The Commission will also develop scoring scales to describe multiple performance levels, including levels that are acceptable and not acceptable for earning Preliminary Teaching Credentials. To prompt scorable candidate performances, the Commission will also develop pedagogical assessment tasks that candidates will perform when they participate in the Commission-designed assessment."

Issue

In an attempt to assure assessment quality, including accuracy, validity and fairness, assessment standards are proposed, with the intention that they be legally defensible and scorable. The emphasis is placed on a "summative performance assessment" based on specific TPEs.

Analysis

Legislation calls for a form of summative assessment. As described in the draft, the educationally defensible approach to assessing candidate performance has given way to a proposed legally defensible approach. Along with this shift comes a movement away from an assessment that can take into account variables such as candidate growth and progress; challenges in the classroom venue; performance anxiety and the potential for improvement. All of these dimensions speak to the developmental and holistic nature of teaching proficiency and are not readily quantifiable in an assessment instrument and a scoring scale.

Recommendation

Restoring professional judgment of the evaluators to the summative performance assessment is encouraged as a way of including in the evaluation essential performance factors for teaching that are not amenable to assessment as proposed in the draft standards. Professional judgment need not depend on outside evaluators or snapshot assessments.

Program Standard 2: Collaboration in Governing the Program

"Sponsors of the professional teacher preparation program establish collaborative partnerships that contribute substantively to the quality and effectiveness of the design and implementation of candidate preparation. Partnerships address significant aspects of professional preparation, and include collaboration between (a) subject matter preparation providers and pedagogical preparation providers; and (b) at least one four-year institution of postsecondary education and at least one local education agency that recruits and hires beginning teachers."

Issue

Program Standard 2 concerns the requirement for collaboration and partnering among those involved in the academic preparation of students, including subject matter preparation providers, four-year institutes of higher education and local education agencies.

Analysis

Element 2(d) relates to the collaboration of subject matter preparation provider, through dialogue, with the pedagogical preparation program to facilitate the transition into the professional education program. As proposed, this process would relate teacher preparation curriculum to significant concepts, principles and values embedded in the students' subject matter preparation. Overlooked in the draft element is the fact that most academic programs at institutes of higher education are not designed exclusively for teacher preparation, and many university students are not en route to the teaching profession. In addition, many students of teacher education programs come from other campuses, out of state, etc., making the collaboration and partnering governance much more difficult, if not impossible.

Recommendation

To accommodate for the kinds of circumstances discussed in the analysis above, some allowances should be introduced into Program Standard 2 by adding limiting language or criteria for exemption from the standard.

Policy Statement of the Board of Directors
of the California Council on the Education of Teachers
on the Recommendations of the SB 2042 Panel

Adopted June 13, 2001

The Board of Directors of the California Council on the Education of Teachers appreciates that the SB 2042 Panel has strategically and effectively aligned the California teacher education program standards with the California K-12 content standards as required by law. The resulting recommendations of the Panel are true to both sets of standards, and thus have considerable potential for serving as a guideline for a seamless system of teacher preparation and induction consistent with the needs of the children of our state.

Yet, before the promise of the recommendations can be realized, we urge the attention of the Panel to the following factors:

Working within Limitations: Full and effective implementation of these new recommendations will further strain the already overloaded one-year teacher education programs that lead to the preliminary teaching credential. For more than 30 years teacher education in California has worked within the one-year and 9-unit constraints of the Ryan Act, while regularly adding to the professional requirements mandated for study and mastery within those brief initial programs. We suggest that these limitations on initial professional study were unwise in the first place and have become increasingly counterproductive as we seek to meet higher standards in the preparation of teachers. We understand that the mandate for the SB 2042 Panel has been to operate within the current stipulations of the Ryan Act and other relevant legislation, but we urge that the Panel comment on the manner in which these legislated limitations constrain the potential of initial credential programs. We believe that professional programs should be driven by the available knowledge base and by best practices, rather than by time and unit limitations, and we urge the Panel to speak to those realities.

Long-Range View: The SB 2042 Panel's recommendations create a potential blueprint for preparation of teachers who will serve the children of our state through careers that span the next four or five decades. For that reason, the initial preparation and ongoing development of effective, creative, reflective, and innovative teachers who can help steer our schools through the first half of the 21st Century must be the primary goal. We urge the Panel to make certain that the language of the recommendations focuses on the theoretical and foundational understandings and creative and reflective skills that our teacher leaders of the coming decades must possess in order to work effectively in and provide leadership for a constantly changing and evolving educational system.

Social Justice, Equity, and Diversity: While the SB 2042 Panel's recommendations do not explicitly work against the concepts of social justice and equity which are shared by and featured in various ways in teacher education programs across the state, we do not find the kind of overarching language of advocacy for children which we feel is needed to

continually remind all involved in our educational system that we must be ever-mindful of the diverse needs of the diverse population of students in California's schools, all of whom must be served in an understanding and effective manner by our teachers.

Multiple Means of Assessment: While we applaud the SB 2042 Panel for not recommending yet another paper and pencil examination for California teachers or their students, we feel the opportunity should not be lost to remind all teachers that there are many different ways to assess student learning and that the well-prepared teacher exercises creativity and reflection in a variety of appropriate assessment practices on a daily basis.

Capacity and Collaboration: The effective implementation of the SB 2042 Panel's recommendations will necessarily require a significant expansion in the capacity of institutions, agencies, and organizations currently involved in teacher education in California as well as a healthy new range of collaborative activities. We urge the Panel to speak to how collaboration can and should occur between such sectors as higher education, K-12 school districts, county offices of education, professional organizations, research institutes, and other potential partners, and to steps that may be needed for all such partners to learn to think and act in new arenas of collaboration in which the curriculum of teacher education will be effectively spread across several years from initial study to completion of the professional credential. Further, we suggest that the Panel recognize and articulate the developing need for all partners to the teacher education process to be self-critical, reflective, and accountable as collaborators serving the needs of California's children.

Cost: We are concerned that the state fully recognize the potential costs of implementation of the T.P.A. structure imbedded in the recommendations of the SB 2042 Panel. The development of a seamless process of teacher education and induction that relies on collaboration, increases clinical study and field experience, and bridges the initial and professional credentials will require significant new resources at many stages and levels. We urge the Panel to speak to these realities, since it would be ineffective to implement the T.P.A. without a commitment from the state to fully support such activities. For the T.P.A. to be an effective means of assessing teacher candidate performance, it must be accompanied by an ongoing, high quality system of support. Such a system includes training and calibration of trainers and assessors, ongoing studies of reliability, validity, and test development, and close oversight and administration of the process. We urge the Panel to specifically consider how cost implications of implementing this new system of teacher education will impact private and public institutions differentially. To the extent that there are inequitable burdens imposed by the new system, these inequities should be addressed by the state in its policy and fiscal decisions.

We are also aware that many of our institutional and individual members of the California Council on the Education of Teachers have participated in field forums and responded in other ways to the SB 2042 Panel's recommendations. We urge the Panel to

review and consider all such feedback. We thank the Panel for its invitation for feedback and its willingness to listen to the field.

4 Feb 22, 2011

28 JMS 2011
CA Commission on Teacher Credentialing
Professional Services Division
1900 Capitol Avenue
Sacramento, California 95834-4211

To the Honorable Members and Panel Members:

I have served on the KICA panel since it was created to help develop a list of future
potential leaders who are in multiple as well as special education to teach reading. I have
looked over the new multiple subject standards and I am very pleased with all that I have
seen in the reading and language arts section since I have reading for multiple as well as
special education. All of this is now in line with KICA and the testing of students in our
schools with the English language arts standards and framework. Excellent!

With a very pleased state in the accountability which will happen with subject area
education. We should be made accountable for what we teach our candidates when we
prepare to be teachers. It's only right to have the multiple subject and special education
credential program will not be a combined effort. Someone people did not stop to think
that special education should be a separate part of the general education multiple subject
credential requirement. In our agreement we will be looking at ways to see how special
education can include a multiple subject component for candidates who are seeking to
be general and special education. It is essential that special education be a big part of
general education credential program.

I want to thank the commission and the SB 3042 panel for all their efforts in
developing these standards. I know that time and preparation was spent on creating
these standards and I am very pleased with the final document. As I go forward to
promote nationally I am very proud of the English language arts standards, the KICA, and
the overall accountability that is clearly in place for teacher preparation programs as of



CALIFORNIA STATE UNIVERSITY, SACRAMENTO

COLLEGE OF EDUCATION
DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION,
AND SCHOOL PSYCHOLOGY

April 23, 2001

SB 2042 Panel
CA Commission on Teacher Credentialing
Professional Services Division
1900 Capitol Avenue
Sacramento, California 95814-4213

To the SB 2042 Project Manager and Panel Members:

I have served on the RICA panel since it was created to help develop a test to better prepare teachers who are in multiple as well as special education to teach reading. I have looked over the new multiple subject standards and I am very pleased with all that I have seen in the reading and language arts section since I teach reading for multiple as well as special education. All of this is now in line with RICA and the testing of students in our schools and the English language arts standards and framework. Excellent!

What I am most pleased about is the accountability which will happen with colleges of education. We should be made accountable for what we teach our candidates who are preparing to be teachers. My only regret is that the multiple subject and special education credential program will not be a combined effort. Somehow people did not stop to think that special education should be a greater part of the general education or multiple subject credential component. In our department we will be looking at ways to see how special education can include a multiple subject component for candidates who are studying to be special and regular educators. It is essential that special education be a big part of general education credential program.

I, thus, want to applaud the commission and the SB 2042 panel for all their efforts in developing these standards. I know much time and preparation was spent on creating these standards and I am very pleased with the entire document. As I go around to present nationally I am very proud of the English language arts standards, the RICA, and the overall accountability that is already in place for teacher preparation programs at our

universities. With these new additions we will hopefully begin to better prepare our teachers to work in a variety of classrooms throughout California.

Thank you for your effort in creating these standards for the multiple subject.

Sincerely,

Elva Durán

Elva Durán, Ph.D., Professor
Special Education & Reading

Olebe, Margaret

From: Michael Lewis
Sent: Tuesday, May 22, 2001 5:46 PM
To: 'molebe@ctc.ca.gov'
Subject: New Standards

Greetings, Margaret. I understand that a number of CSUS faculty attended the recent hearings on the new standards. I hope you recognize that their input was their own--it does not represent the view of our entire faculty. I have followed with interest the development of these standards. I provided major testimony to the Panel on the treatment of special education content within the standards. It is exciting to see this important work coming to closure. I support the product of the Panel and look forward to reforming the Multiple Subject portion of our special education training program in relation to the new standards. The special education faculty hope to work with you and Jan Jones Wadsworth in exploring avenues for maintaining the viability of our combined M.S./Specialist programs. It will be interesting to explore how we can "work" Level II of the Specialist training with Tier II of the M.S. I have always enjoyed my work with CCTC staff. Over the years, I have come to think of you as my colleagues in teacher preparation. If you have a chance, please forward my email to Mike McKibbin. I would like him to hear some additional voices from CSUS! Thanks, Margaret, and my regards.

Michael John Lewis, Professor of Special Education, CSUS



School of Education

(714) 278-3411

Hello, my name is Barbara Glaeser, I am a full time faculty member at California State University, Fullerton. I am here today on behalf of the Department of Special Education with my colleague, Christine Weatherill to share a major concern our department faculty have with the new standards for the multiple subject credential. We are one of only 14 institutions of higher education in California to be nationally accredited. We were commended on our November, 2000 accreditation visit for our collaborative relationship with the Elementary, Bilingual, and Reading Department. I am a special educator and I refer to regular educators as general educators, because as a special educator, if she is a regular educator, that makes me.... what....irregular? I do not think so. From here on we will use the term general education.

I am Christine Weatherill, also a full time faculty member in Special Education and I am a general educator. I taught full time in general education with fully included students in New Hampshire prior to coming to California. I have a unique role in that my joint appointment between Special Education and Elementary education allows me to attend all elementary education department meetings and all special education department meetings. I am a liaison between the two programs.

Despite our strong collaborative relationship with our colleagues in elementary education, we are deeply concerned about the Commission's intent to eliminate the Mainstreaming class and to integrate the skills necessary to work with students with special needs in elementary education classrooms. The commission is to be commended for dreaming and looking forward, however, the reality is that if there are not specific competencies related to working with students with special needs that are taught by persons with expertise in special education, all children in California will suffer.

We recommend that the committee consider either reinstating the Mainstreaming component or that the committee provide strong language to the Elementary Education programs in the state, making it mandatory that they collaborate with their Special Education colleagues (even recommending General Education faculty consider co-teaching and/or having their teacher education candidates actually take a class in Special Education).

What is special about Special Education is that we know how to modify, adapt, accommodate, collaborate and work with students at risk for special needs and/or students identified with special needs. The Special Education faculty at CSU Fullerton wants to assure that this expertise is not lost and that we and others across the state have

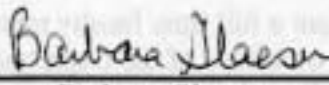
the opportunity to share our knowledge base with multiple subject teacher education candidates.

Thank you for this opportunity to respond. We have signed this response, as have our colleagues who are back at the university conducting university business.

April 16, 2001



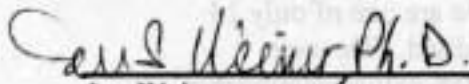
Christine Weatherill



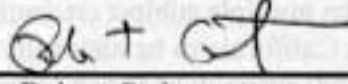
Barbara Glaeser



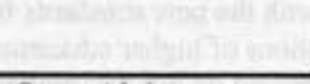
Belinda Karge



Jan Weiner



Robert Ortiz



Steve Aloia

DATE: April 24, 2001
TO: CSU VPAAAs
FROM: Thomas J. La Belle
Provost and Vice President for Academic Affairs
San Francisco State University
SUBJECT: Draft Teacher Standards

Colleagues, it has come to my attention, and I am sure to yours, that the California Commission on Teacher Credentialing (CCTC) has put out for comment draft standards for subject matter preparation programs for elementary teachers (on our campus that means Liberal Studies and Child and Adolescent Development) as well as draft standards for teacher preparation programs (our credential programs). CCTC is accepting comments on these draft standards through May. As soon as they are finalized, universities will be asked to resubmit their programs with whatever changes necessary for CCTC approval. As I understand it, these standards were developed by panels of experts representing all stakeholders (universities, school districts, teachers, etc.) and were in response to the SB 2042 panel recommendations.

The standards themselves seem reasonable enough, but are often followed by several "required elements" which serve to dictate what must be included and don't always serve to enhance or elaborate the standard itself. If we must meet EACH of the required elements, we will have little room to do more than create a single list of classes that all future teachers must take, which would have a huge impact on enrollment in courses.

An example:

In Standard 5 – Effective Curriculum, Teaching and Assessment Practices, Required Element 5.7 calls for "Distinct science coursework in college level earth science, life science and physical science..." this seems to leave no room for creating integrative courses ("distinct"). Required Element 5.8 does the same for the arts and now calls for "distinct coursework in art, dance, music, and theater." Right now our students are only required to do 2 of the 4 and get at least an appreciation for all of them in IAC 426.

Standard 6 – Assessment, requires a summative assessment using two or more assessment methods (that's just the first 2 of the 6 required elements).

Of almost greater concern were the "content specifications" that follow the standards themselves. For example, the "content domains" for history and social science go on for 2 pages and history alone includes specifics on the following areas: ancient civilizations, medieval and early modern times, colonial US through the 19th Century, and California history. One of our faculty in history said it would take 5 classes on our campus to cover all this material and that our single subject teachers aren't required to have much more.

Overall the "Required Elements" for each standard are too restrictive – what about "quality indicators" (from the 1988 multiple subjects waiver programs standards of program quality) or "questions to consider" (from the Interim Standards of Quality and Effectiveness for Blended Programs of Undergraduate Teacher Preparation for Multiple and Single Subject Credentials) or something more realistic?

The goals are so vast, so specific and prescriptive, and so many that implementation would seem impossible. We seem to be heading in the direction of creating courses specifically designed for and taken by future teachers only. Effectively, future teachers will be academically segregated from students in the rest of the institution. Given the specificity of the standards, we would also probably have to make exceptions to GE so students could get through in a reasonable amount of time.

The requirement that field experience happen early and often raises several issues: 1) experience needs to be linked to program coursework; and, therefore, faculty will need to help students make connections between subject matter and pedagogy and will need to be trained to do so, 2) many students don't know they want to be teachers until relatively late in their academic career; and, therefore, will not have linked their coursework to field experience unless they are required to repeat these subjects, and 3) schools are going to be so inundated by future teachers, credential candidates, and everyone else required to observe and participate in classrooms that they won't know what to do with all these adults while still trying to teach the children in their classes.

Bottom line #1: Is it reasonable to ask large institutions, with large numbers of students to meet ALL of what's written? If not, the standards should be reasonable enough that they could be realistically met (for example, allowing for a variety of course choices, making assessment a feasible and valuable tool).

Bottom line #2: Where are the resources supposed to come from to support programs that require increased coordination, supervision, and assessment?

Bottom line #3: We seem to be headed toward driving students away from becoming teachers or at least driving them towards taking an exam instead of the preferred coursework.

This campus will comment on these issues and I hope you will consider doing so as well.

Regards,

Tom

cc: Dr. David Spence, Executive Vice Chancellor and Chief Academic Officer
Dr. Charles Lindahl, Associate Vice Chancellor, Academic Affairs
Gary Hammerstrom, Assistant Vice Chancellor, Academic Affairs
Cher Thomas, Director, Academic Technology Applications



ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATORS

ORGANIZATION RESPONSE

CTC DRAFT STANDARDS OF QUALITY AND EFFECTIVENESS
FOR PROFESSIONAL TEACHER INDUCTION PROGRAMS**Background:**

Since 1998, the Commission on Teacher Credentialing (CTC) has launched an extensive standards and assessment development effort designed to significantly improve the preparation of K-12 teachers. This is in response to CTC sponsored legislation SB2042 (Alpert/Mazzoni.) Three new draft standards were previewed at the January 2001 Commission meeting. These standards included:

1. Draft Standards of Program Quality and Content Specifications for The Subject Matter Requirement for the Multiple Subject Credential;
2. Draft Standards of Program Quality and Effectiveness and Teaching Performance Expectations for Professional Teacher Preparation Programs
3. Draft Standards of Program Quality and Effectiveness for Professional Teacher Induction Programs.

The Commission is working to create a coherent and inter-related Learning-to-Teach System that defines the expectations of:

- Undergraduate Studies (BA Degree);
- Professional Preparation and Assessment (Preliminary Credential);
- Induction (Professional Credential);
- Ongoing Professional Development (Ongoing Professional Growth.)

The Commission staff is conducting extensive statewide field reviews of these standards. Once the standards are approved, they will become the required standards for all teacher preparation and induction programs in California.

It should be noted that, for the purpose of this paper, that the term Sponsoring Agency denotes the agency that has been certified by CTC to provide the Professional Induction Program. The term Provider denotes those persons or agencies that provide direct services to the candidate.

This paper constitutes the ACSA organizational response to the CTC Draft Standards for Professional Induction Programs.

1. Standards-driven Induction System.

ACSA supports the concept of a standards-driven Induction System. The concise definition of standards makes the requirements for the Professional Credential clear to all candidates. The standards also provide a consistent expectation for the induction sponsors and providers.

CONCEPTUAL FRAMEWORK

INDUCTION PROGRAM RESPONSIBILITIES

CTC: Establish Standards for Induction Programs and determine "What" the Induction Program should provide

Agency Sponsor: Organize, implement and administer the Induction Program. Make decisions about "How" the program should be implemented

CTC: Certify the Induction Program based upon Induction Standards to determine "How Well" the Program Sponsor has met the Standards

2. Role of CTC

ACSA supports the concept that the role of the CTC is to specify the standards that must be included in a required induction system. CTC must clearly state "what" is expected in the system. ACSA also supports the concept that CTC must certify a program as meeting the standards of the program. This constitutes the "How Well?" portion of the system.

3. The Role of the Induction Agency Program Sponsor

ACSA strongly contends that the Induction Agency Program Sponsor must be in charge of the decisions about "how" the program is to be organized and administered. A sponsoring agency that can meet the Standards of the Induction Program should be permitted to implement the standards as it sees fit. An agency that might become a sponsor could include institution of higher education (IHE), school district; county office of education; consortium; professional organizations; for-profit organizations.

4. The CTC should not dictate the configuration of the agency sponsor.

CTC should be concerned exclusively with setting standards and certifying that the sponsoring agency meets the adopted standards. If a program is reviewed and found to fall short of the standards, the sponsoring agency should be appraised of the weak areas and given a reasonable period of time to correct the situation. If the agency fails to meet the standards, its certification should be revoked.

5. Standard 7: Collaboration

The Draft Standards, as written, requires a sponsoring agency to include "at least one K-12 school organization and one Institution of Higher Education."

Program Element 7a) and "collaborate with the bargaining units representing the participating teachers." (Program Element 7b)

ACSA advocates the deletion of Program Element 7(a) and 7 (b).

The rationale for this recommendation is as follows:

ACSA urges CTC to move away from defining the partners that must be included in any Induction Program. These program elements move CTC into the design and implementation of the program development.

ACSA supports the concept of collaboration. We believe, however that collaboration cannot be a forced act. The market place will drive the collaborative efforts of any sponsoring agency as it works to develop and maintain a quality program that delivers the standards. ACSA believes that a sponsoring agency, if it is to be certified, will naturally reach out and seek partners that will help to deliver and support that program. Sponsoring agencies should be free to work with any entity that can provide the best support or product to the Induction Program. Collaboration will be a natural by-product of the development of the program. It cannot be a legislated act.

Currently, there are some agencies that would like to provide services to teachers; however, they are restricted from doing so because the requirement for "collaboration." Some of the required partners are the so-called collaborative effort hold a program hostage. The Induction Program must move from the political arena to the provision of quality support to teachers. In developing these standards, it should not be CTC's responsibility to consider the potential loss of jobs for any particular sponsoring agency or provider group. The task of the Commission is to focus on giving maximum flexibility to the sponsor to develop a quality program. The primary goal of an Induction Program should be the provision of a quality program for teachers, which, in turn, positively affects the learning of students.

6. Standard #8 Support Provider Selection and Assignment

In Program Element 8(b), the Draft Standards, as written, requires "Procedures for selection decisions are clearly defined in writing and consistently followed by program staff and collaborative partners, including the local bargaining unit."

ACSA advocates a revision of this standard element 8 b) to read: "Procedures for selection decisions are clearly defined in writing and consistently followed."

The rationale for this revision refers back to statements in Standard #7. As the sponsoring agency defines its program, it should have maximum flexibility to consider its collaborating partners. The statement, as currently written, will drive the development of the induction program into the collective bargaining arena. When an issue enters the collective bargaining arena, there is the possibility that the program may become politicized and/or not implemented because the bargaining parties cannot agree on the terms and conditions of the program. It should not be CTC's responsibility to determine the political venue for the development of the program.

6. Standard 11: Roles and Responsibilities of K-12 School Organizations

In Program Element #11(b), the Draft Standards, as written, would require "When participating teachers are assigned to a challenging situation the K-12 organization provides them with additional time and resources through the induction program."

ACSA advocates a revision of this standard element 11(b) to read: "When participating teachers are assigned to a challenging situation, the sponsoring agency will make every attempt to provide additional support."

The rationale for this revision acknowledges that "a challenging situation" will have different meaning for different members of the program. It also acknowledges that resources will not be unlimited. Decisions will have to be made on a case-by-case basis regarding the appropriate resources that might be deployed. The revision acknowledges that there may be resources that may be made available other than those under the control of the K-12 organization. The sponsoring agency, which may or may not be a K-12 organization, may also be able to provide support to teachers in "challenging situations."

Program element 11(c) the Draft Standards, as written, states:

"The program provides professional development for site administrators in order for them to become familiar with the program components, formative assessment process and development of the Individual Induction Plan. The content of this training will include but is not limited to:

- i. Teacher preparation across the learning-to-teach continuum.
- ii. Beginning teacher development
- iii. Identifying working conditions that optimize participating teachers' success
- iv. Taking effective steps to ameliorate or overcome challenging aspects of teachers' work environments
- v. Understanding the role of support providers in the induction process
- vi. Respecting the confidentiality between the support provider and participating teachers."

ACSA advocates the following:

- 1) Include the professional development topics in element 11(c) in the Preliminary credential training of administrators.

The rationale for this recommendation: Administrators should come to their assignment with the knowledge that is included in element 11c. As new administrators are initially trained, they must be skilled in the program elements regarding teacher induction and support.

- 2) Revise portions of element 11(c) to read: "The program provides professional development for site administrators in order for them to become familiar with program components, formative assessment process, and development of the Individual Induction Plan. The content of this training may include."

The rationale for this revision is as follows: The time involved in state required administrator professional development is becoming burdensome. Administrators are involved in more responsibilities than ever before. It is very difficult to find times when site administrators can be absent from their sites. The sponsoring agency should have the flexibility of assessing the needs of the administrative team and provide the training in an efficient and effective manner. Again, in this element, we see the CTC dictating the "how" of the program implementation.

Program element 11 (d), as written, reads: "The program leaders work with site administrators to establish a culture of support within their school for the work to be done between the participating teacher and the support provider. Commitment from the site administrators will include, but is not limited to:

- i. Conducting an initial orientation for participating teachers to inform them about site resources, personnel, procedures and policies;
- ii. Introducing participating teachers to the staff, and including them in the school's learning community;
- iii. Helping to focus the learning community on the California Standards for the Teaching Profession;
- iv. Ensuring that site-level activities related to induction occur on a consistent basis, including the facilitation of participation, extended preparation and professional development activities by participating teachers and support providers; and
- v. Participating in program evaluation."

ACSA advocates a revision in Program Element (11d) that reads: "The program leaders work with site administrators to establish a culture of support within their school for the work to be done between the participating teacher and the support provider. Commitment from the site administrator may include, but is not limited to.."

Rationale for this change:

The program sponsor and the participating school districts must define support for the site administrator. It should not be the responsibility of a state agency to dictate specific actions of a school district or a specific school. By using the statement "establish a culture of support" and giving examples of that support, the CTC has identified its expectation of the site administrator and for the sponsoring agency. The decisions about the type of support provided in a specific program are implementation decisions that are best left to the sponsoring agency.

SB/g 4/23/01



Ellen Moir, Executive Director

725 Front Street • Suite 206
Santa Cruz, California 95060
831-459-4323
Fax 831-459-3822
ntc@zzyx.ucsc.edu
www.newteachercenter.org

May 31, 2001

California Commission of Teacher Credentialing
SB 2042 Panel c/O Mary Vixie Sandy
1900 Capitol Avenue
Sacramento CA 95814

Dear Members of the SB 2042 Panel,

The New Teacher Center and Santa Cruz New Teacher Project staff are writing in reference to SB 2042, Preliminary Draft Standards of Quality and Effectiveness for Professional Teacher Induction Programs. Our comments are grounded in 13 years of induction work with the Santa Cruz New Teacher Project's BTSA and Pre-Intern programs, and from the New Teacher Center's role in supporting induction programs statewide.

We applaud the efforts of the SB 2042 panel to establish program criteria that would create a *Learning to Teach Continuum* statewide. We believe that the new draft standards as a whole will promote greater articulation among pre-service, induction and veteran teacher professional development programs. The standards call for IHEs, districts, county offices and bargaining agents to develop a teacher preparation system that takes into account the developmental level of the teacher and builds a common framework of teaching grounded in the CSTP, content standards and principles of equity. The requirements around collaboration with partners will produce a more coordinated and aligned system of teacher professional development statewide.

We would like to voice several concerns and offer some recommendations for the draft standards, Attachment 3, Standards of Quality and Effectiveness for Professional Teacher Induction Programs.

Concern #1: Resources

The new program standards will require significantly more resources and personnel than currently allocated by any BTSA or BTSA-like programs. Standards 5, 6, 14, 15, 16, 17, 18 and 19 have been added to the current BTSA Program Standards. Additional resources are necessary in order to implement these new standards. BTSA programs will need to

NEW TEACHER CENTER

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build an infrastructure to communicate with all collaborators and offer advisement and courses of study that have traditionally been provided by IHEs. As the quality of the teacher is the single most important ingredient for student success, so the quality of the support provider is the most important ingredient for beginning teacher success. Training and support for the mentors are critical. An effective mentor is required to observe, model lessons, plan, problem solve and analyze student needs. Therefore, sufficient time must be allocated for support providers to work with beginning teachers in this expanded role.

Recommendation: The UC and CSU Teacher Preparation Programs receive between \$8,000-\$10,000 per credential candidate from the state. As induction programs become involved in credentialing, with increased requirements and accountability, a commensurate level of funding is essential.

It is important to design allocations to BTSA programs that are based on current salary and program operation needs if we intend to keep the leadership necessary to run a quality induction program effectively.

Concern #2: Role of the Support Provider

BTSA support providers currently provide support and formative assessment. The new standards significantly alter and add to this role. The addition of a regulatory function (with language such as "each participating teacher..." in standards 15-19) implies that the support provider will be responsible for evaluating the beginning teacher's performance at the element level. Language in 6C suggests a beginning teacher's performance and progress will be analyzed (most likely by the support provider) to determine whether a teacher is suited to continue in the profession. If certification is based on participation, a candidate's application can be handled by BTSA program administration. If certification is based on performance, however, it will require a more thorough level of assessment of beginning teacher performance and will have significant implications for support provider preparation and administrative oversight. It is unclear from the current draft whether the criteria for evaluating a candidate's application are based on teaching performance or participation in the induction program.

Recommendation: Clarify the criteria for evaluating a candidate's application and the role of the support provider and BTSA director in that process. Change or clarify the language from "each participating teacher..." to "the BTSA program..." Eliminate elements within the document that are redundant because they are already articulated in the CSTP (for example, 14d and 18f). Allow individual programs to develop their own process for certifying individuals who have demonstrated adequate progress toward their teaching credential.

Concern #3: Pathways to Teaching

A beginning teacher could conceivably be a Pre-Intern for one to two years, then an Intern for one to two years, and then be required to complete a two-year Induction

Program. Districts could be required to pay for up to six years of pre-service and induction costs.

Recommendation: Allow flexibility in BTSA programs to modify content requirements for beginning teachers who have spent two or more years in state approved Pre-Intern and Intern programs.

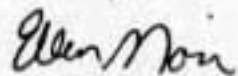
Concern #3: Focus and Coursework

New teachers are currently required to complete Health, Special Populations and Technology classes to clear their credential. They have up to five years to complete these courses. With the new standards, these three areas of teacher development (standards 15, 17 and 19) will be required during the induction period. These courses, which have been traditionally offered by local IHEs, will fall into the scope of work of induction programs, and beginning teachers will have two years instead of five years to complete this work. Adding three new courses of study to the first two years of induction will significantly impact the efficacy of the beginning teacher and may compromise the focus of an induction program on the CSTP, content standards, principles of equity and needs of English Language Learners. It will increase the need for additional resources and personnel to develop the courses of study, teach the content and monitor teacher performance. Pushing Health, Special Populations and Technology into the induction period will also increase the pressures on the beginning teacher, and will likely have a negative effect on the recruitment and retention of beginning teachers. It may also have a negative impact on beginning teachers' attitudes towards professional development.

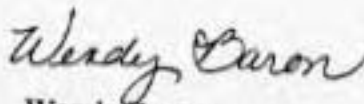
Recommendation: Require coursework in Health, Special Populations and Technology during the first five-year credential renewal period. Allow induction programs to focus on developing and assessing teacher practice in relation to the CSTP, student content standards, principles of equity and teaching English Learners.

Thank you for considering our input on the SB 2042 Draft Standards for Professional Teacher Induction Programs. We would gladly participate in further discussions regarding this proposed legislation. Thank you again for your commitment to building a quality profession.

Sincerely,



Ellen Moir
Executive Director



Wendy Baron
Associate Director